

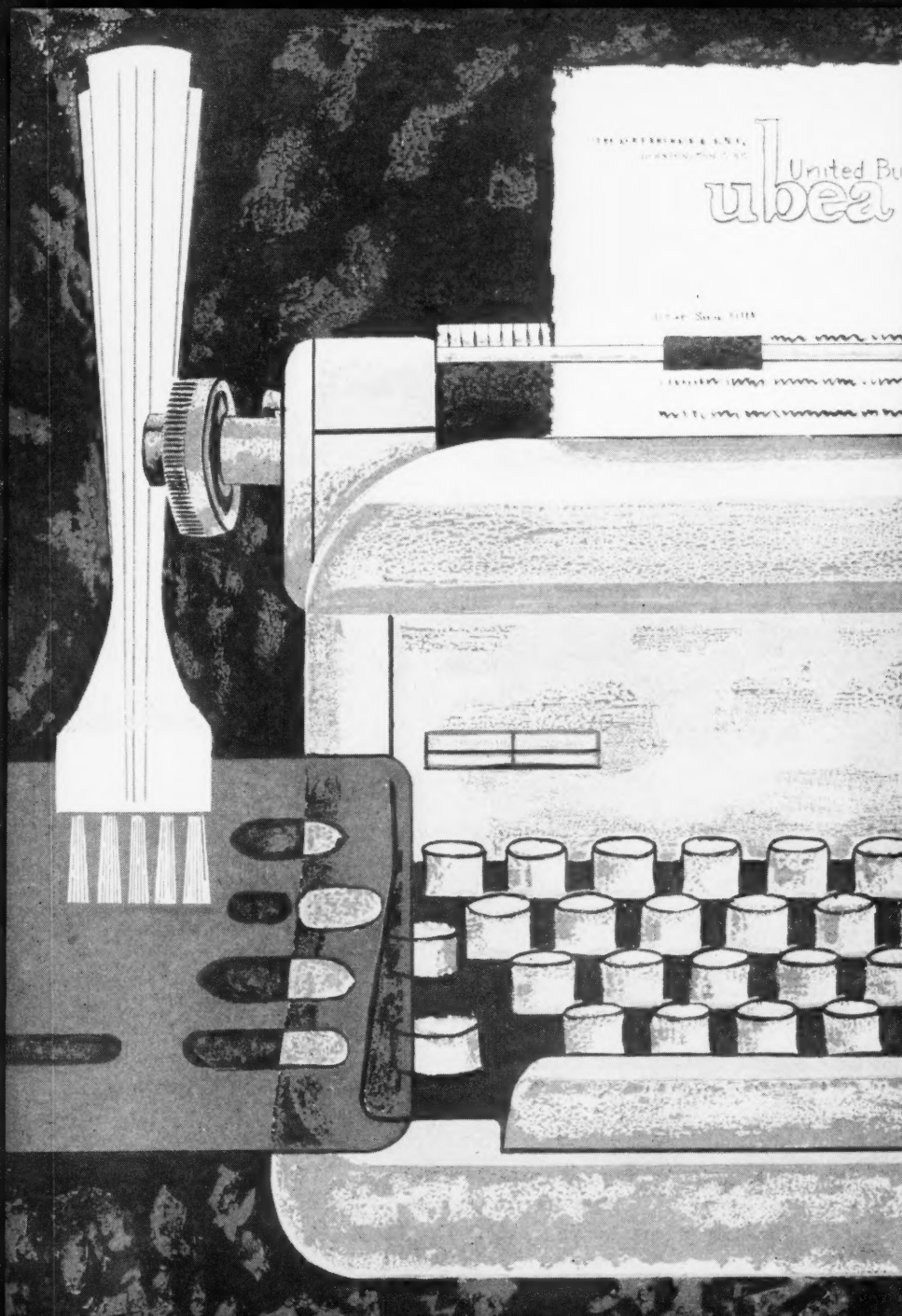
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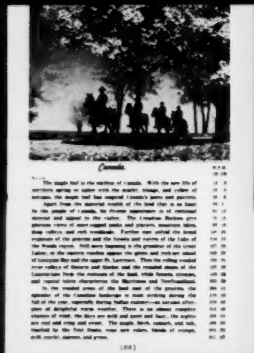
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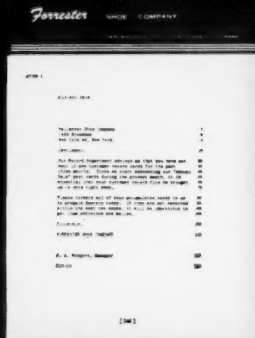
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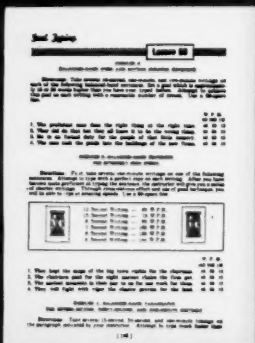
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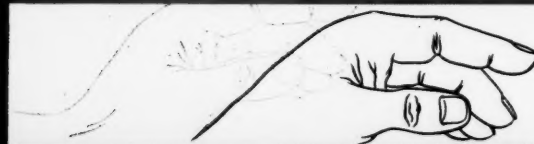
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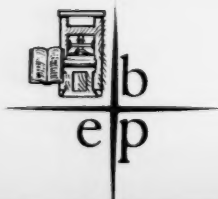
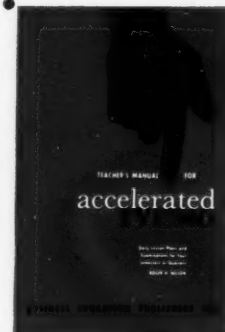
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November 1959

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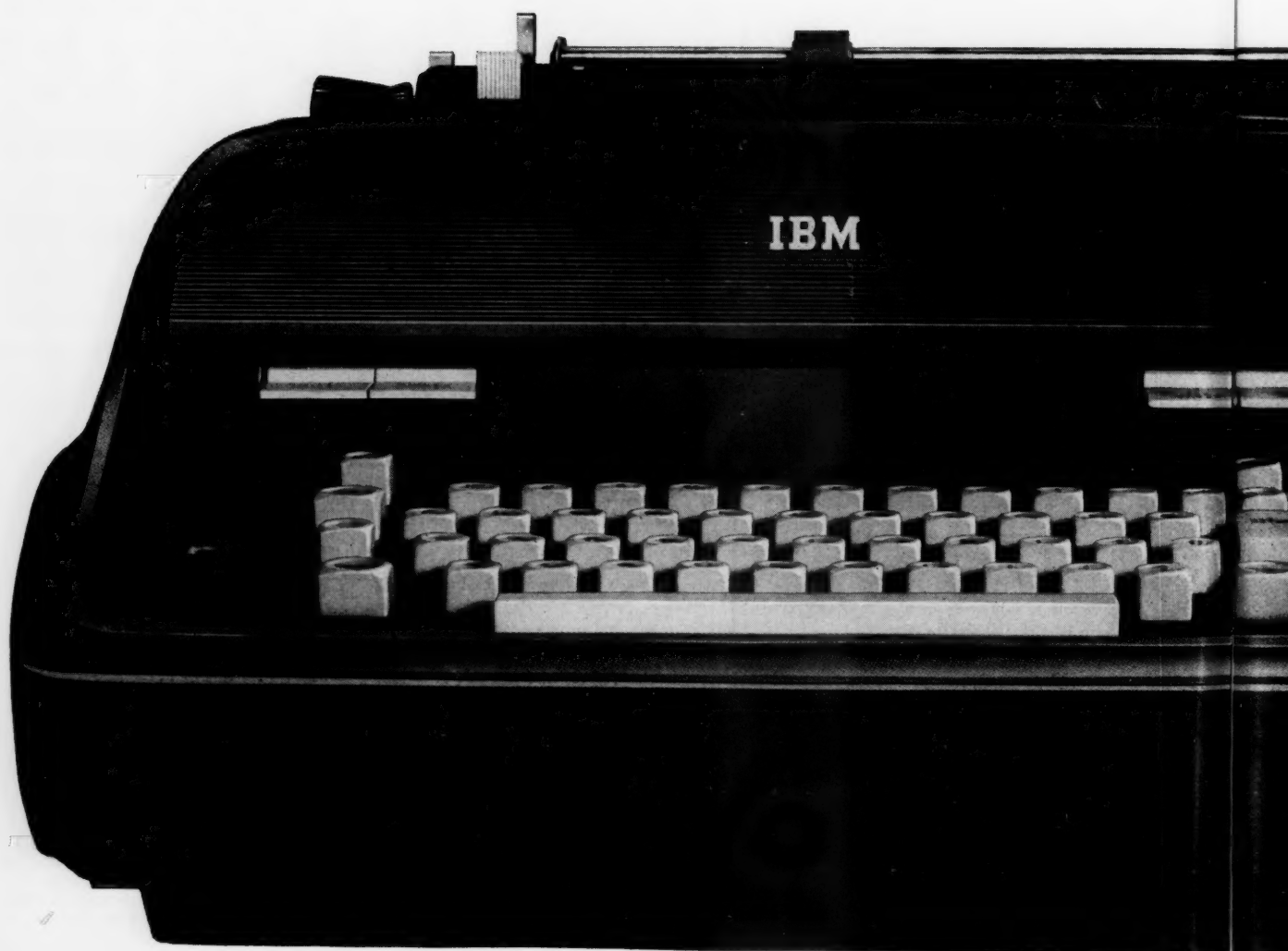
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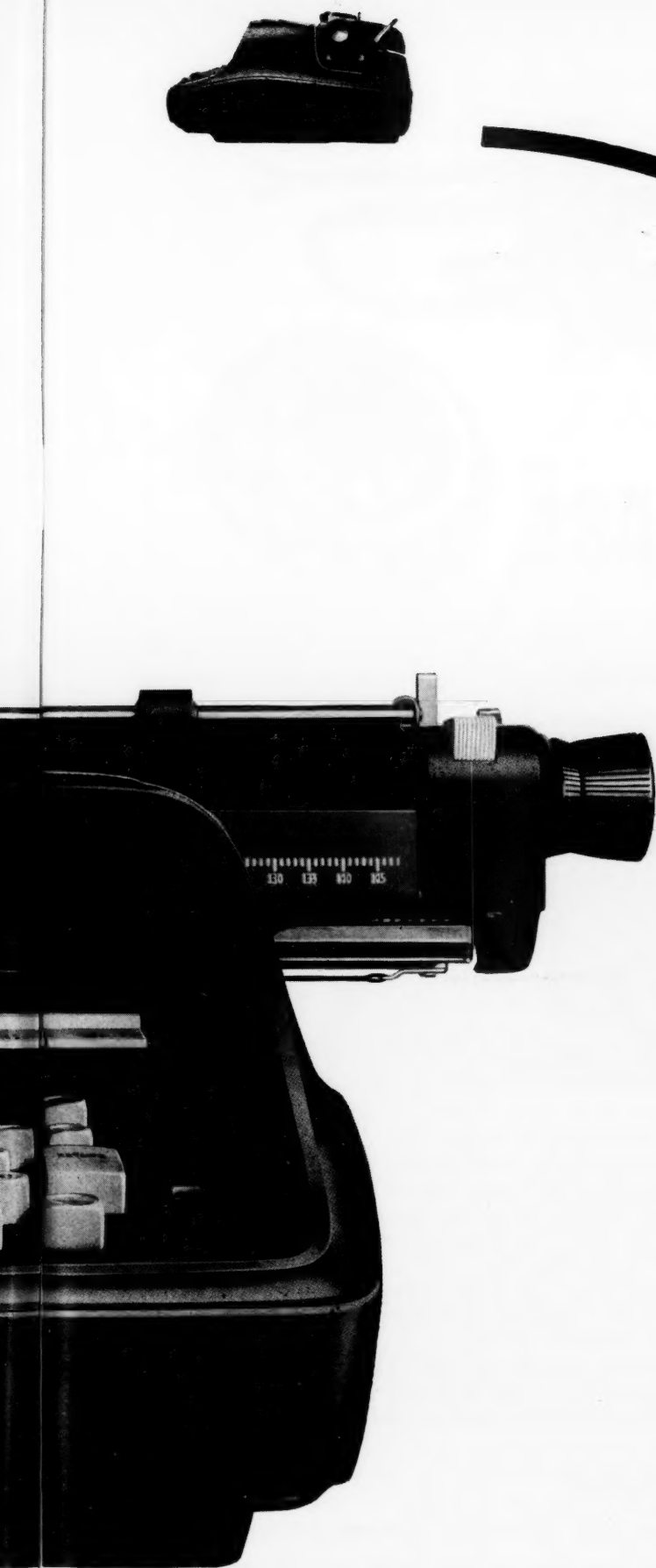


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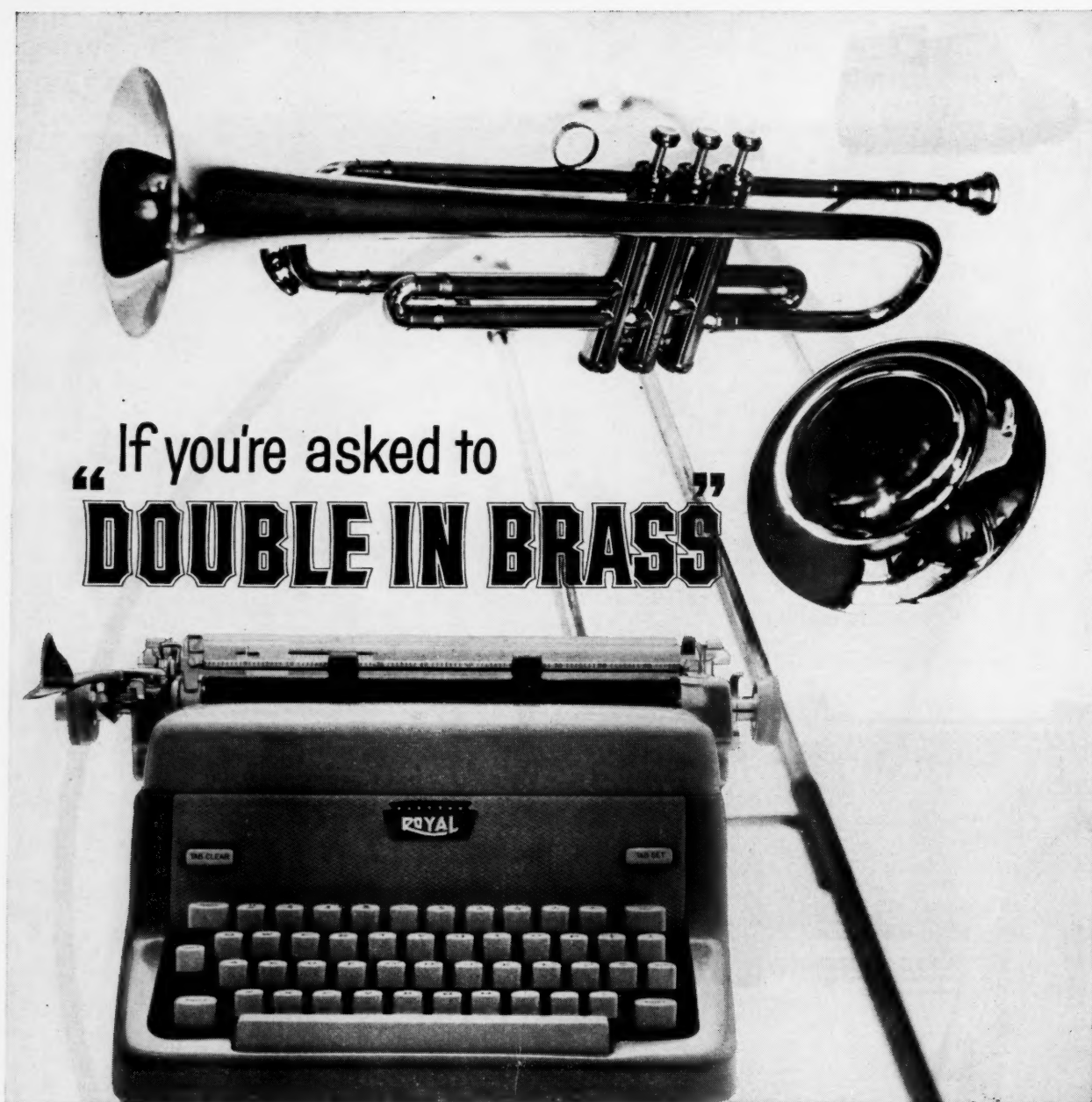
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A Look at Typewriting

With many of our educational practices on the "operating table" or, as one educational writer has noted, undergoing "therapeutic treatment," it seems appropriate to take a look at typewriting. In this issue, a smorgasbord approach has been used. Comments, reactions, and suggestions for the teaching of typewriting are presented by persons who look at typewriting from various points of view.

As psychologists and others concerned with the learning process discover more and more about how our minds work, or seem to work, it becomes obvious that learning to typewrite involves a great deal more than mere conditioning. There seems to be emerging in the psychological literature of learning an evolution from the principle of conditioning to a concept of learning as a highly complex reaction to stimuli, a reaction that for its greatest growth and development is not an unthinking one. It is fairly certain, too, that between the stimulus and the response the emergence of an intention to perform some action in the correct or proper way is an absolutely indispensable stage in effective and efficient learning.

A study of student success in typewriting indicates that there is no substitute for good teaching. Good teaching in the typewriting classroom should alter many forms of behavior: ways of doing assigned tasks, attitudes and interests, patterns of skill reaction, relations with others, and the like. It can and should help develop in the student an "intent to learn" and then aid him in the process of learning by such things, for example, as goal setting or making provision for appropriate reinforcement of the learning.

Someone has said that "awareness (is) the fourth dimension in living." Awareness might also be called the fourth dimension of good teaching. The typewriting teacher needs a generous portion of an awareness of what it is that typewriting students need if they are to gain skill rapidly. There is more to the teaching of typewriting than a simple call of "Come and get it!" Good teaching is more than having a "bag of teaching tricks" or a series of "gimmicks" to use in the typewriting classroom. Not only must the teacher have a keen awareness of the typewriting process, but he must be the catalytic agent who shows the students how to put into practice those things that are basic to the development of typewriting skill.

The good typewriting teacher does many things in the typewriting classroom not the least of which is to understand and use demonstration teaching. In the initial stages of skill learning, students learn most effectively and efficiently by the imitation of a good model. This imitation of a good model in the typewriting classroom is something like being exposed to the measles. It is often catching. Now the battle is largely won. The students will have caught the typewriting "fever." They will recognize the teacher as a partner in the skill-learning process and not as someone to be outwitted. As the teacher demonstrates the basic techniques of typewriting, for example, and helps each student acquire a basic pattern of good typewriting form, the student can be led to a still higher stage in the skill-learning process. He will become aware of his own emerging skill patterns and will engage in a continuous kind of self-evaluation. Skill growth then takes on new meaning for him.

The teacher, too, will find the process exciting. A new dimension will have been added to his teaching. He will learn to make skilled observations and evaluations of the students as they typewrite. This initial evaluation of the "process" (the performance of the students) is much more important than an evaluation of the "product" (the typewritten papers). As the teacher's skill in observation improves, he will see causal relationships which will help him make constructive suggestions for improvement. As the teacher's awareness grows, so will his imagination. New, interesting, and challenging teaching procedures will evolve; the learning will become exciting and challenging for the students. The end result will be higher levels of typewriting skill.

—LAWRENCE W. ERICKSON, *Issue Editor*.

The

FORUM

The teaching of typewriting has come a long way since 1866 when Christopher Sholes developed the first practical typewriter. The feature section in this issue of the FORUM (pages 9-20) points up the complex methodology and the specialized techniques which have developed over the years to assist in the preparation of office personnel capable of producing the accurate work required by business. Surveys of business and follow-up studies of graduates indicate over and over that the typewriter is the most-used office machine today. Studies show also that the introduction of automation does not normally reduce the use of the typewriter; on the contrary it means that the typists must be even more proficient. And, too, the typewriter itself has undergone continuous change to provide the attractive and efficient machines you see illustrated by some of the FORUM advertisers.

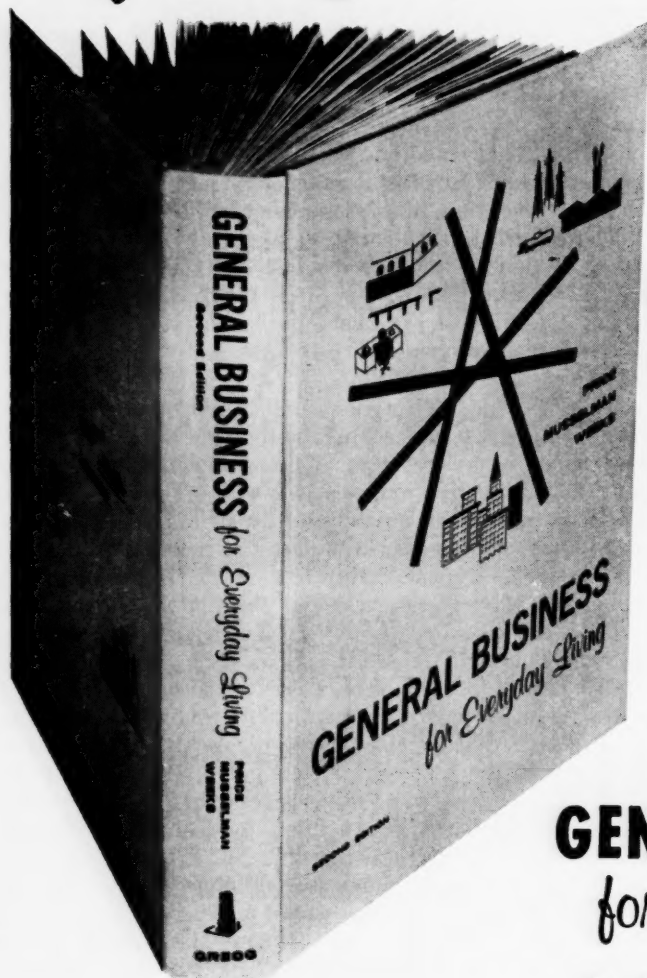
Included in this issue (Services Section, pages 21-34) are articles on the other business subjects. There is something for each business teacher in every issue of the FORUM.

The address by Harold E. Fellows, delivered at the Eighth FBLA National Convention, is timely. Mr. Fellows points out the areas we need to watch in our economic structure if we are to continue our steady growth. The transcript of Mr. Fellows' address is in the FBLA Forum Section (pages 41-42).—H. P. G.

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THE Forum

A Businessman Takes a Look at Typewriting

by HARLAN B. MILLER

Institute of Life Insurance, New York, New York

How does a businessman look at typewriting? To put it succinctly, he looks at the typed material which is placed on his desk with just two questions in mind: (a) Is it clean and accurate? (b) How long did it take the typist to complete the job? The first question probably carries more weight than the second since the speed with which a manuscript or letter is typed has no significance unless it meets the quality standards which apply to that particular job.

The businessman is concerned with more than just the typewriting skill that his employee possesses. The "office personality" of each of his employees is also an important consideration. Employees at the clerical level are likely to be expected to do a variety of things. Only a few employees, in the smaller offices especially, are able to devote all of their time to typewriting. Therefore, in addition to the person's qualifications as a typist, his personality and his willingness to handle cheerfully and conscientiously the other clerical duties assigned to him may be as important as his typewriting skills.

In this article I should like to examine some of the desirable qualifications of a typist who works in a relatively small office. My comments will be based largely upon my experience as a former secretary and my more recent experience as a supervisor of office employees.

An Illustration of a Small Office

Perhaps it would be helpful at this point to give a brief description of our organization so that my remarks can be evaluated against this background. The Institute of Life Insurance is a relatively small organization with approximately 100 employees of whom 35 are typists. About one-half of this group is composed of secretaries. Most of the others do not have stenographic skills but do some typewriting along with other clerical work. Only three persons are full-time typists.

Since we are the public relations organization for the life insurance business, a good share of our time is de-

voted to the compilation of information and the preparation of manuscripts, written reports, news releases, and other forms of written communications. All of these must be typed, some of them a number of times before they are in final form for release to the printer or to a particular public.

Here is an example of the work a typist does in the Educational Division. When we revised *Blueprint for Tomorrow*, our booklet for business education teachers, the following steps were taken:

1. After a meeting with our educational advisory committee, an outline for the booklet was typed from a longhand draft for submission to the committee members for their approval.
2. A manuscript was typed from a rough draft consisting of sections of the old edition of the booklet, some typed pages with corrections, and some pages of hand-written copy.
3. Stencils were cut from a rough-draft copy after the manuscript had been reviewed by staff members of the Educational Division.
4. When the mimeographed material had been edited by the advisory committee and all comments reviewed, a new copy was typed from the revised and edited rough-draft copy for submission to the printer.

Other typewriting jobs in our office include such things as coding orders for our teaching aids and the composition of a modified version of form letters in answer to routine requests for our materials. The person who handles our mailing list spends most of her time typewriting names and addresses on three-by-five cards and filing these cards. Considerable time is devoted to the clerical work associated with the distribution of film strips and motion pictures.

Qualifications of a Typist

Hamden L. Forkner has expressed (FORUM—Nov. '58, p. 7-9) some of the things beginning typists say they wish they had learned about typewriting. Here are some

I expect the typewritten material which is placed on my desk to be ready to go.

of the things I would like to find in the typists whom I employ.

Good Office Citizenship. First of all I expect him to be a good office citizen. A good office citizen has respect for his associates and works well with them. He ungrudgingly pitches in to help others finish a rush job when necessary, even at the expense of having to work harder to complete his own work. Assignments are accepted gracefully, even though they may be of a dull and routine nature. He has a sense of responsibility which is made up of many little things, such as completion of work on time and pride of workmanship which is reflected in the quality of his work.

Fundamental Typewriting Skills. A person who is able to typewrite accurately at a speed of 60 words a minute is much in demand. Not many of those who seek employment with us have attained this level of competency. While we employ typists who cannot typewrite at a rate of 60 words a minute, this is the level of competency which we seek. Young people can learn many things on a job, but they must possess a marketable level of typewriting skill before they are employable.

Typewriting speed cannot be disassociated from a knowledge of all of the operating parts of the typewriter. Many of our reports and manuscripts include tables which have been set up in longhand. We expect, as a matter of course, that typists understand how to set up material in attractive form with a minimum of waste motion.

The discussion of tables leads naturally to a consideration of skill in typewriting numbers. A beginning typist might very well be assigned a job which consists almost entirely of typewriting figures. This happened to me on my first full-time job. As a stenographer employed by a mining company, I found that I was expected to be able to turn out long sheets of tabulated figures at a good rate of speed. To complicate the matter, nine carbons were required. Of course, the finished product had to be absolutely without error. To insure accuracy the columns were totaled with an adding machine.

Skill in Detecting and Correcting Errors. I expect the typewritten material which is placed on my desk to be ready to go. All errors should have been discovered and corrected. As all teachers of typewriting know, this involves reading the copy twice while it is still in the typewriter, once for typewriting errors and once for sense. Errors of spelling and grammar are quite likely to creep into any long handwritten manuscript. A good typist does more than just typewrite what appears on the page. Corrections are made as needed. We expect our typists to consult a dictionary when there is any doubt about the spelling of a word.

In our work it is seldom necessary that material be typed without error, but it is essential that any such error be corrected. Neat erasures without carbon

smudges or fingerprints are the result of painstaking care and a knowledge of erasing techniques.

Suggestions for Preparing Typists

As a former teacher of typewriting, I sympathize with the problems associated with teaching a roomful of teenagers. I know that drills on fundamentals become boring for students and it is always easier to ask the teacher a question than it is to look up the answer. However, experience with beginning typists motivates me to urge strongly that typewriting teachers place greater emphasis upon these three things:

1. Drill students until they have a high level of basic skills.

2. Develop an appreciation on the part of the students for what constitutes an acceptable finished product in an office. (The letter style which one of our typists selects is not important, but a letter or manuscript which contains an error or two and several messy erasures presents a serious problem.)

3. Emphasize the importance of good "office citizenship."

With these points in mind, I wonder if it would be possible to provide four items in addition to the typewriter as standard equipment for each student's desk—eraser, dictionary, carbon paper, and a "how-to-do-it" booklet.

The "how-to-do-it" booklet could be prepared by the teacher and duplicated, or by the students themselves in the typewriting classroom. This booklet might include, among other things, (a) the steps for typewriting cards or envelopes efficiently, (b) the steps in planning for and setting up tabulations, (c) a few of the generally accepted rules for setting up manuscripts, and (d) rules of word division, punctuation, number expression, and the like. In addition, some expected standards of accomplishment could be indicated for a number of typical jobs. I know many of these items are included in typewriting books, but I believe there is a distinct advantage to conditioning the students to the use of a handbook which contains readily usable information.

With these materials at hand, students would be expected to perform under office conditions and at office standards. Carbon copies would be made and all errors in typewriting or of any other nature corrected neatly, even on speed tests. With the reference booklet and the dictionary provided, duplicated copies of handwritten reports or tables could be given to the students, leaving the organization of the typed material to them. Perhaps a few errors in spelling or grammar could be intentionally incorporated in the copy given the students to give them experience in recognizing and correcting such errors.

Finally, it is hard to separate a person as a typist from his over-all personality. Typewriting teachers should take into consideration that businessmen want persons who can adapt to all office situations as well as perform the skilled functions essential to their work.

An Executive Secretary Takes a Look at Typewriting

by K. TAKEI
New York, New York

Fifty-six floors above the street, away from the noise of traffic—this is our office in New York City. From the window a person can see the boats come up the Hudson River. On a clear day one can see the Statue of Liberty holding high her torch waiting to welcome people from all parts of the world, the shore line of Staten Island silhouetted against the blue water, and the smoke from the refineries of New Jersey billowing across the sky. All this is a far cry from the ivy-covered walls of a university or the classrooms of a high school. Here the desks are not in neat rows, but they are scattered at various angles throughout the rooms. Here in a "city within a city" over 35,000 workers come from the Bronx, Brooklyn, Manhattan, New Jersey, Westchester, and Long Island.

Ours is a small office. It is unique in that each girl employed here works as a private secretary. While her duties are manifold, her typewriter is the most-used piece of equipment at her desk.

Our Typists in Action

These are some of the girls in our office. They have an average of 3.3 years of college. Several have a master's degree. They are a select group, although their typewriting ability is average or perhaps below average when they are compared with girls in a typewriting pool.

Joy is a fast typist. Her fingers fly—and they literally fly—for she has never learned to curve her fingers (and she couldn't because her nails are long and beautifully tapered). Nevertheless, she is a fast typist. She manipulates the machine parts rapidly; and whatever she does, she does quickly, though, in her haste she does not always proofread carefully nor make neat erasures.

Mary, on the other hand, is accurate but slow. Her fingers crawl along the keyboard. Her work is neat, but under pressure she goes to pieces. She is constantly afraid of making errors and, to compensate for this, she typewrites slowly and laboriously. When time is not at a premium, she does very well, for she is a bright girl as well as an intelligent typist.

Miriam has extremely poor typewriting techniques. When she makes the shift-key reach for capital letters, for example, it is usually with her first finger rather than with the little finger. Her typewriting sounds like Morse code. She has never learned to use her space bar properly so that when she does typewrite rapidly, there are many faulty spacing errors which must be corrected. In addition, despite many years of experience, she has never learned to divide words properly.

Alice, too, has poor techniques, but she perseveres. Although she makes many errors, she has learned to make good erasures. In fact, she is a master at making corrections. Her wastepaper basket is always the heaviest at the end of the day! Her work area is usually in wild array with carbons, drafts, copies which should have gone into the wastepaper basket, and pencils strewn all over the desk. Hers is the typewriter that requires the most service calls, for she has never learned to move her carriage over when she erases so that the erasure crumbs do not fall into the machine. A familiar motion is the frantic search for the eraser each time a correction needs to be made.

Jane typewrites quite rapidly, but erratically and inaccurately. She does not take pride in her work; consequently, her work is poorly arranged. Errors, too, are frequent in her typewriting. In order to make erasing easy, she uses her typewriter ribbon as long as possible, for erasures are so much easier to make when a light ribbon is used. Hers is the next-to-the-most repaired typewriter. She, too, has never learned to move her carriage over when she erases. Jane has little judgment in arranging typewritten material horizontally and vertically on a page, so her letters are poorly placed.

Carol is an average typist. Her carriage moves along, but it is always at an even tempo. She probably learned to typewrite to music. Hers is a strict metronomic typing, with a hesitation here and there. There is always a pause at the end of each line, for she stops and takes stock at the end of each line. Her number-typing skill is good and she rarely makes an error, but she has not

Being able to compose at the typewriter is an invaluable aid.

learned to read across a line without a ruler. At the end of each line, whether it be straight or statistical typing, there is always a stop, while her hand reaches over to move the ruler down to the next line.

Doris is a fast and accurate typist. Her rhythm is smooth, and her accuracy, excellent. But she is often dashing off another copy, for she is usually short a copy or she has used the wrong letterhead.

Mona is an excellent typist. However, her posture is something which should be corrected. Despite this, she can typewrite rapidly as well as accurately. She is sure of herself and takes great pride in turning out good work. Her typewriter literally hums as she typewrites.

Generalizations about Attitudes

What generalizations can be made from these observations of the typewriting skill and attitudes of these girls? Each girl has at least one "plus" quality but many "minus" qualities. Each girl has not developed her fullest potential typewriting ability. In other words, most of the typewriting problems could be corrected with proper instruction.

Mona is an excellent typist and a good worker, but she is very temperamental. A person never knows how to approach her. If the moon is right, life can be wonderful; but if the wind blows in another direction, beware! *Carol*, on the other hand, is a "know-it-all." She has the answer to every question, sometimes even before it is asked. They may not always be the right answers.

Jane has never learned to accept work graciously. A typical answer from her is that she is terribly busy, though crossword puzzles are always completed and personal telephone calls are made.

Alice is a good worker, but she will not do any more work than that which is spelled out for her.

Miriam, however, though not the best typist, is considerate of her peers and whenever someone is pressed with extra work, volunteers her help.

Generalizations about Typewriting Skills

Here are some typewriting skills which seem extremely important in the business office:

1. *The Ability To Compose at the Typewriter.* One of the quickest and neatest ways to write a message is to write it on the typewriter. Whether it be a telephone message, a short note to your employer, a simple letter, or a draft of a letter, being able to compose at the typewriter is an invaluable aid.

2. *The Ability To Set Up Tables.* No organization is ever able to operate without some reporting of figures. If the typist knows the simple rules of tabulation, setting up tables is a relatively easy task. Concomitantly, the ability to typewrite numbers rapidly and accurately is an asset. In this connection, students should be taught the number of spaces which make up a vertical and horizontal inch.

3. *The Ability To Punctuate Properly.* Most employers do not like to be bothered about punctuation; consequently, they leave this problem to their secretaries and typists.

4. *The Ability To Proofread.* Accuracy is important, but more important is the ability to find typewritten errors and make the necessary corrections before the work leaves the office. Often offices like to have their employees proofread with another person. The material to be proofread should be read rapidly, but with meaning. Frequently a word may be typed correctly, but it is not the right word. For example, one of the most common errors which goes by unnoticed is the word *or* for *of* or vice versa. Office employees must also know how to spell. If they do not know how to spell correctly, how can they proofread?

5. *The Ability To Continue Work After Interruptions.* No office runs so smoothly that a secretary or typist is never interrupted. If it is not the telephone, it is her boss, another employee, or a number of other things. One should learn to pick up immediately after interruptions.

6. *The Ability To Get Along With Fellow Workers and To Face Each Job With the Right Attitude.* Each job, no matter how small or great, should be a challenge and should demand the best from each employee. A job is not a place where one spends the day planning what to do that evening, the next week end, or the next holiday. Each student should be taught the proper job attitude, to get along with his fellow workers, to accept work gracefully, and to complete it in the least amount of time.

7. *The Ability To Operate the Electric Typewriter As Well As the Manual Typewriter.* Three years ago, our office did not have a single electric typewriter. Now 75 percent of all our typewriters are electric. The office typist who cannot operate the electric typewriter is certain to be confronted with many problems when she must learn to use this machine. It seems important, therefore, that typewriting students have some experience with electric typewriters in the classroom.

8. *The Ability To Typewrite Fast, With Accuracy and Intelligence.* The typewriting teacher has an obligation to develop each typewriting student to his fullest capacity. Much time, energy, and material is wasted daily in every office because the typewriting skills have not been adequately developed. When a person considers that for most secretaries perhaps 50 percent or more of each working day is spent at the typewriter, he cannot help but wonder how much more could be produced and with less effort if a typist's potential were developed to the fullest. This is the challenge each typewriting teacher faces—and it is a grave responsibility.

The wide variety of habits, attitudes, and abilities which become very evident in the office can be discovered early in the teaching of typewriting. It means that each student must be studied carefully and the teaching geared to his needs.

An Elementary School Teacher Takes a Look at Typewriting

by **ESTHER CETERSKI**

Henry Barnard Elementary School, New Rochelle, New York

My fifth-grade class found that learning to typewrite using the touch system was a thoroughly enjoyable experience that resulted in the acquisition of a highly useful skill. Doing any sort of written assignment—whether it be a social studies report based on a month's study and classwork, a book report, a routine language assignment, or a spelling test—was regarded as fun by the children when they used the typewriters. Seeing their papers neatly typed proved to be a source of satisfaction for a "job well done."

For the five-month period that each member of my class had the use of his own manually-operated portable typewriter and the instructional services of a skilled typewriting specialist, interest and enthusiasm for using the typewriters was at a high level. As the boys and girls became skilled in operating the typewriters, more use was made of them for written work. When a written assignment was given, the children would always inquire, "May we use the typewriter?" With an affirmative response from me, they would go about their task with enthusiasm. When one child whose attention had waned momentarily was reminded to continue his work on a language paper, he responded, "This isn't work, this is fun!" Such indications of pleasure associated with typewriting were heard frequently throughout the term.

Quantity of Written Work

Probably the most significant positive effect of the use of the typewriter on the children's achievement was in the quantity of written work that they were able to produce. The social studies reports or the book reports that the pupils prepared on the typewriters were usually from two to three times longer than similar reports prepared in longhand. The typewriter seemed to make it easier for them to make the reports more extensive and more nearly complete. Typewritten reports of five pages in length, which were the equivalent of ten or more handwritten pages, became the practice for the

EDITORS NOTE: During the school year 1958-59, the Department of Business Education, Teachers College, Columbia University, under a grant from the Royal McBee Corporation, conducted a research study in elementary school typewriting. This article expresses the reaction of one of the elementary school teachers who participated in the program.

top one-third of the class. The longer typewritten reports were probably due to the fact that less time was required to typewrite the material than to write it by hand. A report of four pages written by hand might require the efforts of working periods for three days. A similar report could be prepared on the typewriter in about one-half the time. The time saved on the daily written assignments provided additional time for work in other areas; or, the extra time was used by the pupils to improve their reports. One bright boy, who was somewhat inclined toward only moderate achievement, produced his and the class's finest written report on the typewriter. When praised for his fine work, he gave part of the credit to his typewriter. The ease of operating the typewriter and the pleasure accompanying this task facilitated report writing, decreased the time needed for the actual writing of the report, and removed much of the laboriousness which was associated with writing a report in longhand.

Neatness of Work

In addition, the children were able to complete their assignments with a greater degree of neatness. The time and effort that had gone into the acquisition of typewriting skills was well repaid by the satisfaction that the children felt upon the completion of their neat-looking, thoughtfully-composed typewritten papers. Attractive typewritten papers, with uniform margins and even spacing, was a product that was achieved by most of the children. I, too, appreciated these "easier-to-read" typewritten papers!

Effect on Handwriting

For those children who had difficulty forming letters correctly or completing a paper without messy erasures and smudge marks when a pencil or pen was used, the typewriter seemed to act as a kind of incentive for more serious efforts to improve handwriting. One of the questions that arose in my mind when the use of the typewriter was first considered in my classroom was this: "What effect will the use of the typewriter have on the handwriting skills of the children, especially those who have not yet completely mastered handwriting skill?" Most of the children in my class had legible handwriting.

Typewriting in the elementary school seemed to have a positive effect on spelling skill.

Despite the fact that the typewriter was used for nearly all written work after the children learned to typewrite, there seemed to be no adverse effect on the handwriting skills of these children. The really significant effect seemed to be the increased concern that the less able writers had for improving their handwriting. One boy, in particular, was extremely careless in his handwriting. He had little concern with forming the letters correctly. He seemed to be primarily interested in filling the line even though his handwriting, to me at least, was scarcely legible. Strangely enough, or perhaps not so strange after all, this child's handwriting improved after he had learned to typewrite. The motivation for legibility came not from my encouragement or reprimands but from seeing the neat results that were possible on the typewriter. The carry-over to his own handwriting was rather remarkable. My initial concern for this boy had been, "He should learn to write before he learns to typewrite." It turned out, however, that learning to typewrite encouraged him to try to improve his handwriting.

Effect on Spelling

The typewriter, too, seemed to have a positive effect on spelling. This was especially true for the poorer spellers in the class. Apparently this occurred because of the ease of perceiving errors in misspelled words in the typewritten copy. The comparison of a word that is typed with a word printed in a speller or a reader is easier than the comparison of a handwritten word with a word

in print. One child, especially, made rather remarkable spelling gains. This slow-learner began the school year in a below-grade-level speller. When he began using the typewriter, his spelling skill increased so much that he was able to move up to the fifth-grade-level speller. His taking of the spelling test on the typewriter was a demonstration of concentration, perception, and recognition for accuracy. When the word was given, he would think it through carefully, type it once, view it critically for errors, find them easily if there were any, and then re-type the word accurately. His improvement in spelling which was probably the result of several related factors—his own efforts, the clearer perception of words which he apparently got through the use of the typewriter, and the extra help provided him by a student teacher—was one of the highlights of his school year.

The typewriter can be purposefully and successfully used by elementary school classes provided skilled typewriting instruction and proper facilities are available. This is a must if elementary school children are to learn to use the typewriter properly. The children are highly enthusiastic about using the typewriter, and this motivation carries over into their school work. The increase in the quantity of work that is possible because of the ease and speed with which written material can be produced on the typewriter is remarkable. The improvement in the qualitative achievement in individual cases also supports the view that the typewriter can be used effectively in the elementary school.

Motivation in the Typewriting Classroom

by **JIM DEITZ**

Van Nuys High School, Van Nuys, California

An important task of all teachers is that of motivating their students. Fortunately, in typewriting, initial motivation seems to be a built-in asset. Typewriting holds a certain fascination; students approach the subject ready and eager to begin. How long this initial urge is retained or how much it is employed as a valuable teaching aid depends entirely upon the teacher. The good teacher will certainly utilize initial motivation to its fullest extent.

Typewriting teachers have perfected various methods to provide continued motivation. A few will be referred

to in this article. Typewriting instructors should be familiar with all of them; should test those that appear most practical; and should adapt, then adopt, those best suited to their uses.

Textbooks. Textbook publishers are doing much to aid the teacher in student motivation. Typewriting teachers who capitalize on the motivating devices incorporated in today's typewriting books can increase the drive and interest within their classrooms.

Typewriting Awards. The importance of student incentive as a factor in learning to typewrite has long been

Automation in offices demands greater ability on the part of typists than has been required in the past.

recognized. Pins, speed charts, honor rolls, certificates of proficiency, certificates of credit, and similar forms of meritorious recognition have been offered. That teacher who can establish real significance and genuine peer-group recognition for the student who earns such an award will set off the spark that will create in all students in the class the necessary drive to go beyond the minimum learning requirements.

Wall Charts. Wall charts depicting "races to certain goals," "climbs up a ladder-of-success," and "raises in salaries" have long been favorite motivational devices for typewriting students. Again, however, the spirit the teacher attaches to the chart, rather than the chart itself, determines its success or failure as a motivating instrument.

Individual Progress Charts. Of all effective motivating techniques, one stands out as invariably successful. It is the teacher technique of giving genuine praise for student achievement. This technique requires a three-step process. First, the student must be provided with an accurate picture of his current standing with provision

for observing any change in that standing. This is best attained through the use of some form of individual progress charts. Most typewriting teachers are familiar with these and their use. Second, a positive change must occur through vigorous drill, explanation, demonstration, and directed practice. Third, the student must receive sincere praise and full recognition for his improvement.

When 30 to 40 students come into your room to learn typewriting, think of the actual breakdown of the teacher's job. Does it not consist primarily of the following three items? First, to establish room discipline and proper supervision; second, to provide, along with textbook instructions and exercises, clear and accurate explanations and guidance; and third, to provide each student with a motivation that will spur him on to more advanced typewriting skill and knowledge. Finally, must there not always be a motivated, interested student if there is to be effective and enduring learning? Ten minutes with an interested and motivated student is worth more than an hour with one who is apathetic and aimless.

Developing Skill in Typewriting

by PHYLLIS A. MONKMAN

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Much has been said and written in recent months about the lack of speed and accuracy in the typewriting skill of graduates of business education courses. Criticism has been levelled at teachers and schools by businessmen who complain of inadequately prepared typists. The advance of automation in offices demands greater ability on the part of typists than has been required in the past. What can we, as typewriting instructors, do to overcome this situation?

Skill development is motivated by interest and enthusiasm on the part of the learner, and these important factors are fostered when student and teacher work together to achieve the desired results.

Teacher Demonstration. One of the procedures, which I have found most helpful in developing typewriting skill at all grade levels, has been the use of teacher dem-

onstration. No teaching method can assist more competently in the development of good typewriting techniques than that of demonstrating good techniques visibly to your students. Spoken instruction may well "go in one ear and out the other," but what is seen is usually remembered. Also, the teacher who can "pace" a class at different levels of speed will find the students eager to match these rates. While it is true that demonstration teaching does require a higher degree of personal typewriting ability on the part of the teacher than do other methods, it does produce exciting results. The old adage "Do as I say—not as I do" is replaced by the new axiom "See how I do it—you can do it too!" Another feature not to be overlooked is that, from the front of the classroom, the demonstrator can readily spot those students who are not using good techniques. These students can be given individual assistance and drill during that class period to correct any technique errors before they become bad habits.

*A collegiate institute is the equivalent of the comprehensive high school in the United States.

It is possible to get first-year students to typewrite accurately at speeds of 40 to 80 words a minute.

Variety of Activities. A second approach, which keeps alive interest for even the poorest student, is the use of a variety of activities in the class period. For example, here is one practice activity which involves a variation in practice procedures. A three-minute warm-up review drill on yesterday's material often starts the class off well. Follow this immediately with a short timed writing on the same copy, which will be checked against the previous day's results. Next comes demonstration of new work and a short period of practice, followed by a one-minute timed writing on the new material at controlled levels of speed. It becomes fun to see if this speed and accuracy can be maintained for three minutes, or longer if desired. Since the development of speed is a prime objective, I now have the class typewrite for three minutes at exploration levels to see if their fingers will go a few strokes or words faster than they did the day before. The third step in learning the new lesson is to drop back to the control level for another short timed writing to compare the accuracy and speed after the "spurt." These steps may be repeated or varied to suit the class, and a variety of short exercises or drills will insure that the new work has been mastered.

This procedure involves the daily establishment of personal goals by the students themselves for both speed and accuracy, and they will be established! Remedial drills may be introduced when desired or as review and, surprisingly enough, the students are quite enthusiastic about these, even though not all may require them. The type of material used may be varied to suit the grade level or the needs of the class. This is another way the

teacher may work with the students. Analysis of difficulties and poor techniques with the individual student points up the teacher's interest in each student's achievement, and this will result in the raising of the student's own goals.

Repeated Use of Familiar Copy. I should like to mention a third method of developing speed and accuracy which helps develop confidence and relaxation in the typewriting students—two attitudes which remove the handicap of tension. It is the repeated use of familiar copy for five- and ten-minute writings. Students increase their rates and their personal goals much more quickly on copy they know, and there does seem to be a definite carry-over to new material when it is introduced. These results are due, I believe, to the student's own personal sense of achievement. The student who has reached 50 words a minute on familiar material is more likely to maintain that speed on new material than one who has been striving vainly to reach that speed using different copy for each writing. The more confident and relaxed the learner is, the easier it becomes to increase speed consistently each day of each week without encountering plateaus of skill learning.

We teachers of typewriting need to use all our own ability and ingenuity to find methods which will stimulate our students to greater achievement. We must inculcate in our students a vigorous personal desire for high standards and goals in their typewriting skill. The procedures outlined here are perhaps not new, but they have proved valuable in my efforts to meet the challenge of current criticism of typewriting instruction.

Higher Rates in First-Year Typewriting

by **GLORIA NATALE**

Hanover Park High School, Hanover, New Jersey

Many of us in business education have been listening to the businessman too long. He has said he wanted students who could typewrite at approximately 40 words a minute so we have set our standards for 40 words a minute as the end result of two years of typewriting. Isn't this ridiculous when it is possible to get first-year students to typewrite accurately at speeds of 40 to 80 words a minute?

Let us take a look at the way these rates can be attained. In the first lesson, the students should be shown by demonstration that typewriting is a method of *fast* writing and that it is *easy* to learn to typewrite. This helps to establish interest and motivation.

Enthusiasm, too, is an essential to effective learning. You can be certain that no one will strive for higher speeds and greater accuracy in a typewriting class where

If a student has confidence in his ability to do a task well, he usually will be successful in reaching his goal.

the teacher does nothing but sit at his desk and correct typewriting papers.

If a student has *confidence* in his ability to do a task well, he usually will be successful in reaching his goal. On the other hand, if a student is expected to achieve only the minimum, he will not exert the slight additional effort needed to double this minimum—and it can be done!

Getting students to respond to a drive for speed, accuracy, or technique improvement is a communicatory art. Only a few of the teaching procedures which I have found effective can be discussed here. I have been successful in conveying a feeling of confidence, purpose, enthusiasm, and success to my high school students through the use of guided writings, purposeful practice on repetitive materials, and by extensive use of teacher demonstration with student imitation of the specific aspect of typewriting skill which was demonstrated. I believe, too, my own curiosity about the learning process has created additional motivation because students became interested in how they were learning.

Use of Guided Writings

From the very beginning of the school year I use guided writings to build skill and increase speed. I begin with one-minute guided writings on sentence material. The students first typewrite each sentence of the drill as a one-minute writing without the call of the guide. The students then determine the rate that is to be their goal. If a student has been able to typewrite 18 words a minute, he can try to reach a goal of 20 words a minute. After the students have learned the keyboard and are familiar with paragraph typewriting, I introduce guided writings on paragraphs. Each student is told to note mentally or mark the goal for each quarter-minute of a one-minute writing. As students increase in skill, paragraphs of progressive difficulty are used. I try, too, to give a special purpose to the guided writing. Some of the students may be directed to push for faster stroking; other students may have as their goal continuity of writing with improved control; still others may have the improvement of some basic technique as their immediate goal. The important aspect of all this, however, is that students are urged to aim for higher and higher goals. They are aided in reaching these goals by teacher demonstration and by individual attention.

Use of Repetitive Practice

The value of repetitive practice, properly motivated, should not be overlooked. Motivation can be kept at a high level if a different practice purpose or a different level of practice is emphasized for the repetition of drills and writings.

During the last school year, I undertook an action research project concerned with repetition. The results seemed to indicate that the class which used repetitive materials for timed writings increased their rates on these repetitive writings. Through the measurable skill

growth on repetitive materials, confidence was increased. The students were then able to transfer this skill to new materials. The over-all growth pattern was one of a consistent improvement in both speed and accuracy.

Listed below are the gross rates and total errors made on a five-minute, straight-copy timed writing on new material. These rates were achieved by 22 freshmen, 28 sophomores, 2 juniors, and 6 seniors who were beginning typewriting students for the school year 1958-59.

<i>Straight Copy</i>		<i>Total Errors</i>	
GWAM	<i>Number of Students</i>	Errors	<i>Number of Students</i>
80-up	10	0	6
70-79	12	1-2	15
60-69	9	3-4	21
50-59	11	5-6	12
40-49	16	7-8	4

On problem copy materials, these students achieved correspondingly good rates on five-minute timed writings:

<i>Script Copy</i>		<i>Statistical Copy</i>		<i>Letter Copy</i>	
GWAM	No.*	GWAM	No.*	GWAM	No.*
80-up	3	60-up	10	70-up	4
70-79	13	50-59	17	60-69	15
60-69	11	40-49	11	50-59	7
50-59	9	30-39	19	40-49	16
40-49	9	20-29	1	30-39	16

<i>Rough-Draft Copy</i>		<i>Tabulation Copy</i>	
GWAM	No.*	GWAM	No.*
60-up	8	30-up	9
50-59	19	20-29	20
40-49	16	10-19	29
30-39	15		

*Refers to number of students.

Through the use of repetitive practice, guided writings, teacher demonstration, individual attention, practice levels on all drill materials with a special purpose for such practice, and other procedures not given here, the students developed a confidence and an enthusiasm for typewriting. This coupled with an increased insight into the learning process which was achieved by an explanation of the "why" as well as the "how" of typewriting enabled them to achieve these better-than-average rates.

Probably not every teacher using these same methods and procedures would get the same results. Every teacher and every class is unique. Each teacher must find the way to inspire, guide, and build confidence in his students. When he has done this, he is certain to achieve standards that do go beyond the initial requirements of business. Unless we do go beyond the standards set by some businesses, we are failing in our duty to help each student achieve to the best of his ability.

An Effective Teaching Procedure

by SISTER M. TERESA PAUL, O.P.

Saint Mary High School, Paterson, New Jersey

"Fools rush in where angels fear to tread"—this saying seems most appropriate when a teacher of typewriting sets forth what he considers to be one or two "effective procedures of teaching typewriting!" I, for one, am convinced that most procedures or methods of teaching typewriting are effective—if not in the way in which they were originally intended, then definitely in some other respect. (This puts aside, of course, the old "copy page 4" routine of spending the 50-minute period allotted for typewriting.) It would appear, then, that we should never be too devoted or enslaved to one technique or another, but view each and every one with an "experimental eye." For any procedure to be successful, even in the smallest way, it must be presented by a convincing salesman, and one who likes his work!

Yet, no matter how enthusiastically an instructor views his subject, there are those days of complete frustration (the "Why did I get up today?" moments) both for the student and the teacher. How are we ever going to climb out of this rut, get off this plateau, and set some new records?

Building Sustained Speed and Accuracy

One of the greatest discouragements to students is the fact that while they can typewrite, let us say, 60 to 65 WAM on a one-minute speed timing, they fall back to 45 to 50 WAM, in some cases, on a sustained three- or five-minute timing. One speed drill which seems particularly effective in my classes is a 15-second timing given over and over at top speed. At the end of each 15 seconds a quick count is taken of the number of students who keep increasing their number of words, until very few students gain any additional words in the time allotted. (This usually occurs at about the fourth or fifth try.) They seemingly have reached a "peak" for the day at that time. They then multiply this figure by four to get the number of words for a minute at that speed and attempt to carry this speed spurt over to the full minute. Each 15-second interval is announced so that they can gauge whether or not they are maintaining their speed. It is surprising how many can do it. It is then carried to two minutes and finally to three. (In Typewriting II classes it can be carried to five minutes, but not longer as it becomes too tiring.) At this point they are fairly well "done in" but it is not unusual for some to reach

70 to 80 WAM for three sustained minutes in Typewriting I and as much as 85 to 95 WAM in Typewriting II.

The application of this same 15-second timing to accuracy works very well. Every 15 seconds the student attempts to typewrite the new rate of speed, just accomplished, but with each successive 15 seconds he tries to lose at least one or more of the errors which may have occurred. Then a one-minute timing is given and the speed and accuracy rate is sustained. This is followed by two- and three-minute timings as in sustained speed building. Each attempt aims for greater accuracy at the new level of speed. In this way the new speed is maintained and control is gradually obtained at this new rate of speed.

Another note on sustained timings (and this probably will bring criticisms from various experts), in the regular 5- and 10-minute timings I encourage my students to stop typewriting for just a fraction of a second after each minute and relax. Nine times out of 10 the results are better in accuracy and speed with this momentary break. The student becomes very accomplished in judging the length of a minute and finds it far easier to take a timing this way. We call it the "pause that refuels."

An Effective Grading Procedure

The art of quick and accurate proofreading is also one of the "along withs" necessary to a typist. It is a consistent and enforced rule in class that any *undiscovered* error makes a paper subject to the "round file"—no mark. There are unbelievably few papers relegated to this receptacle after the first one or two mishaps. The students become most critical in their proofreading.

The papers submitted for grading, by the way, are a matter of grave importance to each student. But since most typewriting teachers are swamped with paper work, the following procedure might be helpful. Every day consists of the usual technique procedures and teaching of new material. A part of the period—usually 10 minutes—is "production time." This time is set aside for the student to apply the day's lessons to an actual "job." At this time it is also easy for the teacher to observe individual tendencies toward technique failures in stroking, carriage throw, position, and so on, and to assist each student personally.

The immediate problem is to find ways to teach typewriting more effectively in less time.

At the end of the week only three projects are chosen, plus the best timing for the week. These are put in a labeled folder and submitted for grading. Each of these must have been proofread carefully before they are handed in and errors circled in red. This procedure cuts down considerably the grading work of the teacher. It is encouraging to watch how interestedly the students notice comments on their work and how they appreciate the time given to their production.

In classwork the rule of "calm efficiency" is our byword. Drills for increased speed and accuracy are neces-

sary, but constant stress is laid on neatness, first-copy work, skilled erasing, and pride in accomplishment.

There is no doubt the teaching of typewriting has its less attractive side (drill, repetition, discouragements) as does every subject, but on the whole this working with youth to prepare them to find their place in business is a deeply satisfying one. It is especially so if the instructor is sure that this boy or girl is not only skilled in technique but also is aware of the tremendous nobility attached to work itself and the accomplishment of a "job well done."

College Teachers Take a Look at Typewriting

by **DONALD J. TATE** and **KENTON E. ROSS**
Arizona State University, Tempe, Arizona

The defeatists in business education accede to the pressures of more science, mathematics, history, and other "academic" subjects by continuing to teach as in the past. Others are determined to meet the challenge by teaching even more typewriting in less time. Many will admit that our being forced into a re-examination of our typewriting methodology is good. In the process many tenets of typewriting methodology will be challenged. This, too, may be good, for no doubt some of them are based on empirical foundations or research that possibly was somewhat faulty. Mistakes will be made as we hurry to meet the challenges; expediency always leaves a great deal to be desired. As we adjust our teaching to new theories and practices devised to meet the present challenge, we should, however, recognize the past and future contributions of the research workers.

The immediate problem is to find ways to teach more effectively in less time. A partial solution may be found by assigning applied homework, by teaching for individual differences, and by practicing more skill-building psychology.

Applied Homework

As four semesters of typewriting are cut to three or two, a great deal of the applied problems, call them production projects if you like, will have to be done outside regularly scheduled classes. Already you are saying this cannot be done because unsupervised work is often worth-

less, because students will have others do the work for them, and because students do not have access to typewriters. Did it ever occur to us that perhaps the practice of outside work in typewriting fell into disrepute because we did not handle it right? Did we plan our classwork so that students were adequately briefed to do such assignments effectively? Did we assign them problems, or did we assign them so many perfect lines of this and that? Did we really habitualize sound techniques before we gave them the responsibility of doing outside projects? Did we explain to them that proper work habits are just as necessary for homework as for classwork? Did we follow up with production tests in class? You know the answers.

"Do it all in class" was a firmly established theory before production typewriting came into vogue. So we have gone merrily on our way trying to give students a thorough foundation in basic typewriting skill and trying to develop production skill in the one-period-a-day pattern. Many of us have lost sight of the fact that respectable production work is predicted on more than just acceptable basic typewriting skill.

"No typewriters are available for work outside class." We created this situation in saying that outside work was not only unnecessary but also harmful. Once we understand that outside work is necessary and once we re-educate administrators that homework in typewriting is desirable, then we will have machines available. Other

Effective typewriting teachers thoroughly understand the psychology of skill building.

educational philosophies have changed so we need have little fear in changing ours.

Individual Differences

Much lip-service has been paid to teaching students with different levels of ability and on different levels of attainment. World War II clerical schools showed us that we could teach effectively even though the individual differences were marked. Today most typewriting teachers would be petrified at the thought of teaching 48 students with 48 different levels of ability and attainment. Typewriting teachers may profit a great deal from pondering the following case study in teaching for individual differences. (One of the contributors was a participant in this class.)

Forty-eight draftees direct from basic training marched into this class at six A.M., six days a week, for nearly eight weeks. Some of them had never typed: some of them could typewrite at the rate of 60 words a minute, accurately, for five minutes. At the end of the course no one was typing less than 20-25 words a minute; others were typing 80-90 words a minute for five minutes with 0-3 errors. (The highest rate was achieved by a young man with a missing finger on his right hand.)

The instructor ran a three-ring circus. But everyone knew every minute of the time what was expected of him because the directions were so explicit that even a "dull-normal" could follow them.

As the beginners learned the keyboard, the "old hands" relearned it by correcting and improving their basic techniques. Classes started with unison drills. Within a few minutes individuals had been classified into three or four drill groups, depending upon the level of skill attainment and the drill needed at the time. Later in the class period everyone was brought back together for timed writings.

The instructor of this class used a device that throws many of our "theory people" into a frenzy—the metronome. True, he used it sparingly, but he was able to correct considerable faulty stroking and rhythm as he conducted remedial drills to its steady beat.

That the instructor in this class was on his feet the entire class period should be emphasized. In fact, no teacher's desk was to be found in this typewriting room—just the demonstration stand.

With a little imagination and planning, and more time on our feet, more of us could teach as this wartime instructor taught. We could thereby use our limited time to better advantage for more of our students. In fact, by following his example, we might easily reduce the time we now think necessary to achieve certain goals.

Psychology of Skill Building

Effective typewriting teachers thoroughly understand the psychology of skill building. These teachers know how to motivate students; they know how to drill for developing techniques; they know how to develop control; they know how to push for faster stroking; they

understand the parts and the wholes of learning typewriting. Many principles of skill building could be considered, but how many teachers consistently practice even the following 12 psychological principles:

1. *Goals must be understood, quickly attained, and raised continually so that an incentive to improve prevails at all times.* Class goals and individual goals must be differentiated. Students will therefore understand that competition is both group and self in nature. In other words, the effective typewriting teacher is a leader.

2. *Intense motivation is more effective for rapid learning than weak motivation.* Motivation is partially dependent upon the teacher's enthusiasm, pleasant personality, and desire to help the students.

3. *Students must know not only how to practice but why.* Students are more responsive to the "how" if the teacher takes just a little time to explain the "why." Practice thereby becomes more meaningful.

4. *Students should be informed of their progress.* Everyone knows that success leads to success. Not everyone, however, knows that it is rather difficult for students to persist if they do not have clear knowledge of their progress.

5. *Assignments and drills should be as genuine and realistic as possible.* Most students soon question the value of nonsense drill and application. Teaching materials should be both current and pertinent.

6. *Short learning periods are more effective than long learning periods.* Short and long are relative terms as they relate to typewriting instruction. The effective teacher senses the first signs of fatigue as students engage in different drills and then changes the routine. This is known as pacing the class.

7. *Re-creation is more effective than mere repetition.* The more times different sequences, high frequency words, and commonly used phrases appear in different context, the more effective is the learning. One might stroke any letter a thousand times and still not stroke it correctly or accurately in a sequence.

8. *Good basic techniques should be taught from the first day.* The effective typewriting teacher demonstrates good basic techniques from the first day. The beginner's technique for all practical purposes does not exist in the typewriting class. Students must be taught correctly from the beginning to prevent costly relearning later on.

9. *Continuous typewriting tends to be more nearly accurate than typewriting marked with hesitation.* However slow the rate, it should be continuous. Mistakes occur as the typist hesitates. Once students understand this principle, they will try harder to keep eyes on the copy and to keep the carriage moving.

10. *Correct procedures should be redemonstrated rather than the incorrect.* Dwelling upon the incorrect will invariably cause some students to continue the incorrect merely because it is more firmly imprinted on
(Please turn to page 25)

UNITED SERVICES

PUBLIC RELATIONS

United Services is a continuous department of the BUSINESS EDUCATION FORUM. Members are urged to share their teaching experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand two hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

PAUL S. LOMAX, Editor

Professor Emeritus, New York University
Maplewood, New Jersey

HOW SCHOOLS CAN PROMOTE GOOD PUBLIC RELATIONS IN THE BUSINESS COMMUNITY

Contributed by **WESLEY E. SCOTT**
City Schools, Philadelphia, Pennsylvania

A productive business education program cannot prosper unless planned effort is directed to promote sound public relations activities. An effective public relations program can be maintained if we gain the confidence of the leaders of the business community and educate them to understand school problems. This can be demonstrated by preparing students to work successfully in business organizations, and at the same time the schools must make a sincere attempt to meet the business needs of the community. This can be accomplished as follows:

1. Invite businessmen to participate in school projects.
2. Urge teachers to become active in the business community.
3. Maintain an effective publicity program.

Business leaders can participate in school projects through a variety of activities such as the following:

1. Serve as speakers in business classrooms and assemblies, and lend a business atmosphere to these practical meetings. Permit the business leaders to evaluate the students and the type of work being done.
2. Become members of educational panels, and come in closer contact with teachers, department heads, counselors, principals, and other school leaders.
3. Observe business education programs in action and evaluate them.
4. Serve with teachers in preparing and adjusting courses of study to improve and modernize instruction.
5. Encourage the various school work programs by providing part-time jobs for students.

6. Attend and participate in various school banquets and conferences where their presence can encourage confidence in our teachers and students.

7. Contribute resource materials such as films, pamphlets, posters, and materials for fashion shows.

8. Award merit certificates and prizes to outstanding business students periodically and at graduation.

9. Serve on advisory councils for business education.

Teachers have a wide selection of activities to choose from in playing an active role in the business community.

1. Join local businessmen's organizations, attend meetings, and give service.

2. Attend business luncheons and banquets.

3. Participate in special community business drives.

4. Get to know the business leaders of the community.

5. Serve as instructors for business clinics in the community (income tax, budgeting, accounting, and the like).

6. Help to conduct business surveys (business needs, trends, graduates, resources, and so on).

7. Accept speaking assignments at business conferences and meetings.

8. Provide students for part-time and holiday employment.

9. Accept part-time holiday and vacation employment to become better acquainted with business problems.

An effective publicity program can be carried on through various media.

1. Promote wide coverage of school business education offerings in local city newspapers, school papers, and business publications.

2. Promote community discussions (parents, business leaders, and social units) on business education offerings.

3. Write timely articles.

4. Maintain attractive classrooms, bulletin boards and
(Please turn to page 33)

ZENOBIA T. LILES, Editor

State Department of Education, Atlanta, Georgia

THE USE OF A SECRETARIAL MANUAL IN TEACHING TRANSCRIPTION

Contributed by JEAN D. LUNN

Georgia State College of Business Administration
Atlanta, Georgia

The efficient secretary is one who transcribes dictation quickly and perfectly. To produce the perfect transcript, she must be able to punctuate, spell, hyphenate words correctly, and use good grammar. She may be faced with the problem of how to address dignitaries, of when to capitalize the words *state* and *government*, or of how to set up a table.

If the secretary knows the answers to these problems, she is able to transcribe her notes quickly. If she does not have this knowledge, the above activities and others like them become problems for her and she must take time to locate the answers. She may have a secretarial manual in which she can find the answers, or she may be forced to ask her employer or a co-worker for the right answer.

In far too many instances, the secretary just guesses about the correct form. The number of secretaries without a secretarial manual may be higher than one would think. In a study made by the contributor, 44 of 100 secretaries questioned did not have secretarial manuals nearby for easy reference. One reason some secretaries do not have reference manuals is that they are not aware that these books are available. Others who have heard about secretarial manuals have not acquired the habit of using them.

The transcription teacher who systematically teaches the use of the manual in his classes helps the students who have forgotten how to use correct punctuation, how to set up letters, how to divide words, and how to solve other transcription problems; and he also helps students to become accustomed to keeping a reference manual handy to aid them in finding information quickly after they are on the job.

Two sections of a secretarial manual should be assigned early in the semester so that the students will be impressed with the importance of working efficiently and so that they will start to use correct work patterns. One section deals with the care and use of the typewriter and the other section pertains to good practices in taking dictation and transcribing shorthand notes.

For the first few days, at the beginning of each period, the teacher can go over with the class the procedures they should use in taking dictation and transcribing. At the

end of the same period, the students should be guided in checking their notebooks and transcripts to see whether they followed the procedures that were agreed upon at the beginning of the period.

As soon as dictation is given to be transcribed in letter form, a review of letter styles, letter placement, and the parts of the letter should be undertaken. Although the members of the class will have covered all this material, at least to some extent in their English and typewriting classes, they may have forgotten such things as the position of the subject and attention lines and how to typewrite the signature of a married woman. Since research has shown that visual perception is greater than audio perception, students will understand far more quickly if they can see letter layouts in a reference manual rather than trying to remember how they appeared in the typewriting book or what the teacher means by diagrams drawn on the chalkboard.

At first, each mark of punctuation should be studied separately. The pages containing uses of the period can be assigned for homework reading. In class the following day, a few minutes at the first of the period can be devoted to practicing sentences prepared by the teacher. These sentences and other material required in the course can be duplicated and used over and over again because the students do not mark on the pages but typewrite the sentences on their own paper. Asking students to fill in punctuation with pencil on printed sheets is not a comparable situation to copying from the printed work and supplying punctuation. At times the sentences can be dictated for transcription. The latter technique is, of course, the most realistic.

Since some marks of punctuation have more uses than others, the amount of time spent on different marks will vary; for example, the uses of the comma are far more numerous than those of the question mark.

Let us assume one test period a week in transcription. On test days the marks of punctuation covered during the previous week should be emphasized in the dictation. Letters should be evaluated partly on the basis of correct usage of the punctuation marks studied up to that time. The sections on capitalization, numbers, and word division can be assigned and tested in the same manner as the sections on punctuation.

A review of the setting up of tables is advisable because many students will have had no typewriting instruction during the preceding year, or perhaps two years, before entering the transcription class. After problems have been given for practice, the teacher can dictate letters containing information to be set up in tables on separate pages and also information to be tabulated within the letter. (Please turn to page 29)

R. NORVAL GARRETT, Editor

Southeastern Louisiana College, Hammond, Louisiana

SOME THOUGHTS ON THE ARTICULATION OF BOOKKEEPING AND GENERAL BUSINESS

Contributed by **ROBERT F. BENDER**
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Cheney, Washington

Is it possible that the degree of articulation between bookkeeping and general business could be improved? According to Good's *Dictionary of Education*, articulation pertains to the systematic relating of two or more subjects so that an educational program which is closely interlocking, continuous, and consistent, is provided for the students of a school.

General business is offered, ordinarily speaking, at either the ninth- or tenth-grade levels to both business and nonbusiness students. One of the objectives of general business is to acquaint the student with the personal-use applications of recordkeeping. Bookkeeping is usually offered in the tenth or eleventh grades with general business occasionally designated as a prerequisite. The ultimate objective of practically all bookkeeping courses is the development of knowledge and skill applicable for a position in a bookkeeping or accounting division of a business enterprise.

An inspection of several recent general business textbooks reveals that they are almost entirely oriented toward the personal-use applications of business activities. A similar inspection of bookkeeping textbooks reveals that even though vocational bookkeeping principles are usually applied in exercises centered around a business organization, personal-use applications are not at all uncommon in two places: (a) the introduction of business procedures, particularly in using the bank; for example, opening a checking account, making deposits, and writing checks; and (b) the introduction of the bookkeeping equation.

An extensive presentation of both the services of a bank and the procedures a person should follow in using the bank are offered in a general business textbook. In the bookkeeping textbook, a similar presentation is furnished. Is this a reasonable duplication of content? Have not most bookkeeping students completed the course in general business in a recent semester? If the majority of the bookkeeping students are recent graduates from the general business course, why is the presentation of banking services repeated in the bookkeeping textbook? If the banking services are studied from the point of view of the businessman, should a personal-use application be included with the vocational application?

Nearly all bookkeeping books utilize a personal application of the bookkeeping equation before utilizing examples from business. A student learns from illustrations that the value of the property he owns is equal to the value of his property rights or equity. If he possesses any debts, these (or assumed liabilities) are introduced to complete the equation, assets equals liabilities plus proprietorship.

Authors of bookkeeping textbooks apparently believe that the foregoing technique is essential for introducing the principles of bookkeeping. They are apparently applying the concept of teaching from the known to the unknown. Why is it, then, that after the introduction of the bookkeeping equation the personal-use applications are seldom, if ever, utilized in introducing the procedures of recording and reporting the effects of business transactions? Would not the student learn more quickly and completely if bookkeeping procedures were presented on the basis of personal-use applications followed by business applications?

By the same token, the bookkeeping equation is seldom, if ever, introduced in the general business course. Even though units of work involving investments and recordkeeping are included, the student is *not* afforded the opportunity of learning the foundation upon which all recordkeeping and financial reporting rests. Should not a brief explanation of the ownership equation be included in the general business course? Should not exercises involving the use of the ownership equation in reporting the financial position of an individual, his family unit, or business enterprise be an essential aspect of the general business course?

If the degree of articulation between bookkeeping and general business should and could be improved, who then is responsible? Is articulation the responsibility of textbook authors and publishers? Or should the educators in the local school, with the cooperation of laymen of the community, assume the responsibility for improving the articulation between bookkeeping and general business?

Surely authors and publishers have an obligation for improving the degree of continuity, consistency, and interdependence between different subjects. Major accountability rests, however, with the business teacher in the local school. He is the one to whom the community looks for guidance. He is responsible for a part of the education of the youth of his community. Rather than relying upon the textbook as the sole source of content and organization, the objectives and content of both the general business and bookkeeping courses should be based upon the students' immediate and foreseeable future personal and occupational needs.

E. L. MARIETTA, Editor

Michigan State University, East Lansing, Michigan

EMPLOYMENT TRENDS OF IMPORTANCE TO THE GENERAL CLERICAL TEACHER

Contributed by **MARIAN DARST**
Kent State University, Kent, Ohio

Clerical and kindred occupations provide employment for roughly one-third of all the women who work in offices. This proportion is double that of other leading occupational fields, as shown by the following figures from the 1958 *Handbook of Women Workers*, published by the Women's Bureau of the U. S. Department of Labor:

Occupation	Women Employed	Percent
Clerical and Kindred Workers	6,241,000	30.3
Operatives	2,985,000	14.5
Service Workers	2,854,000	13.9
Professional, Technical Workers	2,584,000	12.4
Private-Household Workers	2,289,000	11.1
Sales Workers	1,478,000	7.2
Managers, Officials, Proprietors	1,057,000	5.1
Farm Laborers and Foremen	688,000	3.3
Craftswomen and Forewomen	220,000	1.1
Farmers and Farm Managers	126,000	.6
Laborers	105,000	.5
Total	20,627,000	100.0

The story of growing employment opportunity in this group of occupations known as "clerical" is represented by an increase during the past 20 years of something like 160 percent in the number of women clerical workers.

A look at the kinds of jobs listed as "clerical and kindred" by the Census Bureau over the years provides an interesting insight into the changes in the field. For instance, through 1940, bookkeepers, cashiers, and accountants were considered as one group; in 1950, bookkeepers and cashiers each had their own categories and accountants had moved entirely out of the clerical area. Office appliance operators first were classified in 1930. Secretaries appeared with stenographers and typists in 1940.

The present category, "Stenographers, Typists, and Secretaries," tops all others for women—not only women in clerical work, but all employed women.

A very detailed classification of office jobs is used by the U. S. Department of Labor in its Community Wage Surveys. Table 1 lists the 23 categories of women's office occupations that were used in three selected surveys recently. As a matter of interest, and as an indication of the relative importance of each type of work, the number of workers and the average weekly earnings are also shown. A glance through the wage columns is evidence

enough of the value of special skills in office work—if any evidence is needed.

The tendency to refer to the woman office employee as a "girl" is somewhat inaccurate as a reflection of the age barrier in clerical work. According to the latest statistics (1956) issued by the Women's Bureau, 47 percent of all women clerical employees were 35 years of age or older, the age regarded by the Bureau as "mature." However, this percentage is considerably smaller than that found in any other field. In the sales field, for instance, 68 percent of all women workers are 35 or over.

Single women are employed in greater numbers in clerical occupations than any other, as might be expected. Of all single women in 1957, 40 percent were employed as clerical workers. The performance of clerical work, however, depends heavily upon the services of married women as indicated by the following percentage distribution for 1957: 51 percent married women clerical workers, 33 percent single women clerical workers, and 16 percent widowed and divorced women clerical workers. To even the casual observer, one of the significant changes in the United States labor force in recent years has been the increase in number of married women workers.

These statistics point to certain areas of thought for business teachers:

1. "Clerical and kindred" occupations provide employment for approximately one woman out of three who is employed. This woman is young and married. The fact that an important proportion of the feminine clerical workers are over 35 years of age indicates a weakening of the age barrier.

2. An economically important number of present women clerical workers have probably had little or no preparation for office work. Their rate of productivity is therefore low and the consuming public is paying eventually for this inefficiency. Employers and the public thus have much to gain from a strong office-skill program, particularly at the high school and adult educational levels.

3. Typewriting, shorthand, office practice, and other business skill courses provide the best avenues of entry and advancement for women in office work. The "Stenographer, Secretary, and Typist" group leads all other female employment categories. In these days when many voices are emphasizing nonvocational subjects, though, the values of the practical skill courses need the "hard sell."

4. While some clerical work requires little or no previous preparation, such work will probably be taken over by machines as automation takes hold. Special office

GENERAL CLERICAL

TABLE 1.—SELECTED OFFICE OCCUPATIONS FOR WOMEN, NUMBER OF WOMEN IN EACH, AND AVERAGE WEEKLY EARNINGS FOR EACH; CLEVELAND, OHIO, JUNE 1958; CHICAGO, ILLINOIS, APRIL 1958; AND LOS ANGELES-LONG BEACH, CALIFORNIA, MARCH 1958

Earnings expressed as average straight-time weekly earnings

	Cleveland		Chicago		Los Angeles-Long Beach	
	Number of Women	Weekly Earnings	Number of Women	Weekly Earnings	Number of Women	Weekly Earnings
Billers (billing machine)	279	\$66.50	1,352	\$68.50	954	\$67.50
Billers (bookkeeping machine)	61	71.50	435	65.00	159	71.50
Bookkeeping Machine Op., A	258	79.50	1,056	80.50	605	81.50
Bookkeeping Machine Op., B	910	64.50	4,094	68.00	3,614	62.00
Clerks, Accounting, A	835	81.50	2,490	84.00	1,993	84.00
Clerks, Accounting, B	1,304	69.00	5,284	68.00	3,671	70.00
Clerks, File, A	252	69.00	1,805	68.00	490	67.50
Clerks, File, B	711	57.00	6,221	55.50	3,675	55.00
Clerks, Order	430	68.00	1,807	68.00	692	75.50
Clerks, Payroll	896	76.00	2,379	76.50	1,455	78.50
Comptometer Operators	762	71.50	3,602	72.00	2,213	76.00
Duplicating Machine Operators	97	67.50	420	63.50	237	66.50
Key-Punch Operators	847	71.50	4,279	69.50	2,846	74.00
Office Girls	208	57.50	1,140	56.50	1,003	57.50
Secretaries	2,748	89.50	11,403	87.00	10,074	87.00
Stenographers, General	2,540	74.00	10,456	74.00	8,708	75.00
Stenographers, Technical	186	82.50	375	83.50	712	84.50
Switchboard Operators	406	69.00	2,045	68.00	1,840	70.00
Switchboard-Receptionist	645	68.00	2,132	70.00	1,711	70.00
Tabulating-Machine Operators	196	77.00	1,080	77.00	426	85.50
Transcribing-Machine Operators	492	69.00	1,890	70.00	775	66.50
Typists, Class A	1,007	73.00	4,812	71.00	2,909	70.50
Typists, Class B	1,997	62.50	10,371	61.00	8,067	60.50

Source:

U. S. Department of Labor, Bureau of Labor Statistics. *Occupational Wage Survey*; Cleveland, Ohio, June 1958, p. 5-7; Chicago, Illinois, April 1958, p. 5-8; Los Angeles-Long Beach, California, March 1958, p. 5-8.

skills will then become necessities as well as assets for the prospective office employee. This probability provides further support for the value of office-skill preparation. It also suggests that the preparation, particularly in high school, will have to meet higher standards.

5. It is fortunate that "clerical and kindred" still means opportunities for students of less ability. The well-organized nonshorthand office practice course can help these marginal students to be more productive workers.

6. Vocational business information seems to become lost or distorted in the school guidance channels. Better-than-average students need to be informed, too, of how they can benefit from skill preparation as a means of entry into a wide variety of good and interesting business positions. Clerical work is not just for dull students. In these days of rising costs of a college education, it can be an important financial aid to those who go on to higher education in other fields; and it can open important job doors after higher education.

7. Perhaps the selling—to guidance counselors and to all students—might be easier if business skill subjects were available in more attractive modern-looking packages. Much more experimenting needs to be done with one-year, or one-semester, stepped-up courses that could conveniently be taken as electives and that will promise to the average or bright student at least an entry skill for the clerical field.

With the vast increase in recent years and the high percentage of women employed in the clerical occupations, business teachers need to constantly evaluate their curriculum offerings.

Tate and Ross

(Continued from page 20)

their minds than is the correct. Teachers should be positive rather than negative.

11. *Reading for typewriting differs from reading for comprehension.* Unless teachers understand this, they will never comprehend why most typewriting errors, according to some experts, are reading errors. The span of attentive reading for typewriting is shorter than the span of attention for comprehension.

12. *Plateaus can be minimized.* Good teaching prevents plateaus or reduces them to insignificance.

Teachers who consistently follow these twelve principles, plus the many not stated, will get better results.

The answers to developing more skill in less time are not clearcut. Questioning some of our accepted practices, experimenting with different procedures, and re-emphasizing sound principles should at least lead to partial solutions. Adhering to the status quo is admitting defeat. There is no alternative to "more skill in less time."

F. KENDRICK BANGS, Editor

University of Colorado, Boulder, Colorado

FUNDAMENTAL RESPONSIBILITIES OF TEACHERS OF BUSINESS SUBJECTS

Contributed by **GALEN STUTSMAN**

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Occasionally it is professionally healthy for business teachers to sit down and meditate on their responsibilities as teachers of business subjects—to ask themselves, “Just what is our job as business teachers?” In an attempt to do this, certain responsibilities appear to be fundamental.

Ten areas of responsibility come to mind and seem to group themselves into three major categories: (a) economic, (b) consumer, and (c) vocational. These areas are not necessarily all-inclusive, and the reader may come up with other areas of responsibility besides those listed here.

1. Help students to understand the basic principles underlying most profit-making activities, whether those of the professional man, skilled laborer, manufacturer, salesman, or other worker. The common elements which may be identified include such things as the costs of the products or services, selling those goods or services, having to meet expenses to make such sales, having to satisfy governments' claim on profits, and finally distributing any remainder on the basis of decisions made. Under “cost of services,” for example, the professional man or salesman or laborer has made a certain investment in terms of schooling, experience, or apprenticeship just as surely as a manufacturer has invested in raw materials or processed goods.

2. Develop an understanding of the principle of “value received” as the basis for our system of enterprise—whether corporate or individual. This idea is our modern version of the old “barter” practice of earlier times. It suggests that for every action, there is an equal and opposite reaction—or stated less scientifically, for every party to a business transaction who is getting something, he is at the same time giving up something which the other party values equally to the thing exchanged. This principle has inspired such slogans as, “a fair day's work for a fair day's pay,” “getting your money's worth,” and the like.

3. Develop an understanding of the concept of “interrelatedness” as another principle of our system of economics and business practice. This idea encompasses everything from the largest corporation which must get its parts from thousands of small suppliers in order to make its own finished product to the cooperation and

interrelatedness which must be present in a family unit if it is to be successful. This concept has taken on an international flavor in the last three or four decades so that now anything which happens in such an unknown place as Kuwait resounds in all the capitals of the world. Understanding this concept of interrelatedness is important to young people who are still coming out of the individualism and self-sufficiency period of their adolescent thinking.

4. Help students to understand and appreciate the role of government in our economic system which provides so many essential services such as our banking and currency system; the agencies which do research jobs too large for companies or individuals; the courts and laws which provide the rules for the game; and the projects which are necessary to protect our lives (military), protect our property (dams, flood control, police, and so on), and protect our rights to life, liberty, and the pursuit of happiness.

5. Guide students in their acquisition of the knowledge needed to understand, adjust to, and use the business information with which we are all faced in our daily lives. The newspapers and news magazines are replete with items which have a direct or indirect bearing on our well-being as consumers and citizens. A news item about an individual being swindled out of his life's savings by some confidence man, legal action against an individual or enterprise for unethical business practices, and countless other items make the various news media invaluable sources of consumer information for the business teacher.

6. Help students learn to make intelligent decisions in the many business situations that occur in everyday experience. Decision making is admittedly one of the major sources of mental anguish and frustration. There is always that gnawing doubt as to what would have been the consequences if the decision had been made in another direction than it was. Our young people are in need of adult guidance in gathering facts, weighing them, and making decisions calmly and rationally. This is contrary to their normal approach to problems which is generally immature and emotional. Such things as jumping into early marriages, sticking out parents' necks to buy a car, going to college because their friends are—these are some of the financial-connected decisions which can have far-reaching consequences in their young lives.

7. Help students understand the practices in and rules governing business transactions so as to avoid falling into traps which may be difficult and costly to escape. On the other hand, they need to understand what rights we have in which society will protect us.

There is many a complaint that "I didn't realize what I was getting into." Far too many people are the victims of fine print and legal double talk. Frequently the dividing line between good business and unethical practices is exceedingly fine, and the old statement of "let the buyer beware" is still not obsolete.

8. Help students to see and understand the common patterns in business activity; the common factors involved; the mechanics which go into its functioning; the wide range of workers who perform little segments of the various processes; and the machines, materials, skills, equipment, paper work, managerial know-how and many invisible factors all working together to produce something. Before a student can take pride in becoming a worker in any company, he must have a fair understanding of the larger picture. Trips through a fairly large manufacturing company can serve as a basis for examining the complex problem of producing anything. Understanding of his function in a company and of its importance to the total job is the basis for pride in workmanship and loyalty to a company. Even at the classroom level, unless the student understands the reason for assignments and class work and is sold on its importance, he probably will do only a half-hearted job. If students are given the vision of the romance of production and business in our great country, their attitudes will likely be wholesome when they are on the job.

9. Help students to understand the multitude of skills, knowledges, and abilities represented in daily business occupations and help them seek out those areas of future

participation which best fit their individual abilities and capacities. This vocational guidance objective will always be one of the major responsibilities of the business teacher and one in which he will need to become more adept. Including study of many occupations and jobs in the classroom is a legitimate use of class time and probably more valuable than many things we do which are busy-work.

10. Help students to develop attitudes of appreciation of the dignity and satisfaction of any work well done. This item is another difficult one because it runs counter to an apparently prevailing philosophy, particularly among young people—the unnatural desire to *get without giving*; the judgment of value in terms of material possessions; the impatience which demands immediate satisfaction of wants without having to wait for years as did their parents; the dashing through a job with shoddy workmanship in order to collect the pay; and the despising of workers doing an unglamorous job.

In closing, let us ask ourselves a few questions. Do you believe these 10 points are within your responsibility as a business teacher? Do you believe that high school students need to develop these understandings, appreciations, and abilities? If *you* do nothing about these 10, where *will* they learn them and how accurate will such information be for students who terminate their education at the high school level? Could you at the present time do more for your students in respect to these 10 points than you are doing? *Remember—you will never be criticized for trying!*

The Business Education Program in the Expanding Secondary School

This publication describes the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extra-class activities; coordinated work experience; adult evening classes; research; and evaluation of the effectiveness of the teaching in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice.

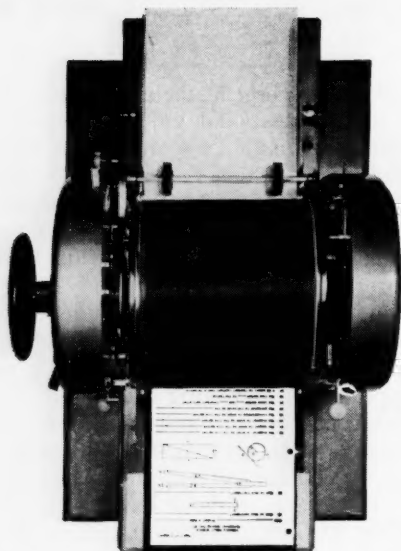
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(Continued from page 22)

After manuscripts and reports are assigned, a short manuscript should be dictated to give students practice in typewriting quoted materials and footnotes. The material dictated for the manuscript should be filled with sentences requiring all types of punctuation, uses of numbers, and the incorrect uses of words and phrases, which are included in the secretarial reference manual.

Tests can be devised for the class to use the secretarial manual in finding whether antonyms and synonyms have been properly used. There are also words and phrases requiring correction that can be included in dictation. These tests will be more effective if they are given in a timed situation to emphasize speed in looking up information. Then letters can be dictated which will include problems about the proper use of words or phrases, the way to typewrite magazine articles, the use of compound nouns, the formation of plurals, and the definition of grammatical terms.

In addition to the knowledge that the students will actually have gained through constant use of the secretarial manual, they will have developed the habit of looking up the answers to transcription problems they encounter rather than guessing the right answer. This habit will be carried over into the office, and the secretaries who have been instructed in the use of the secretarial manual will be the ones who will produce the best transcripts.

ALVIN C. BECKETT, Editor

San Jose State College, San Jose, California

THE INGREDIENTS OF A SUCCESSFUL DISTRIBUTIVE EDUCATION PROGRAM

Contributed by JOHN C. ROMAN

City Schools, Cincinnati, Ohio

Does your school have 15 departments in active competition for incoming freshmen students? Central High School (Cincinnati, Ohio) offers 15 technical and vocational programs for eighth graders to contemplate prior to their entrance into high school. These are aeronautical, automotive, business education (with bookkeeping, clerical, and secretarial subfields), commercial design, commercial foods, distributive education, electrical, graphic arts, industrial design, metal trades, needle trades, practical nursing, technical chemistry, technical physics, and woodworking. The success of distributive education's campaign for enrollees can be measured by the fact that Central High School plus four other comprehensive high schools (Hughes, Woodward, Winthrow, and Western Hills) have an enrollment which comprises one-fifth of the total programs found in the State of Ohio. What is the secret?

There is no secret; success always demands teamwork. Guidance directors and coordinators of distributive and business education have worked out a feasible plan for attracting distributive education students into selling programs. An alluring "Bulletin of the Distributive Education Department" and an impressive brochure detailing the "Cooperative Plan" enrich the verbal descriptions given by advisers. Couple this with outstanding administrative leadership and the SRO (Standing Room Only) sign is needed.

Developed in a manner suitable for the orienting of students and employers who participate in the Distributive Education Cooperative Employment Program, the brochure provides an introduction to the Central High School Distributive Education Cooperative Plan.

Employers are advised that "The Cooperative Program of Central High School provides twelfth grade students an opportunity for early application of vocational skills learned in school and the opportunity to further develop skills and experiences on a real job in a real life situation for which they are paid wages." These seniors work in pairs, alternating on a two-week basis so that one student is in school while the other one is on the job. Contract cards and work certificates, identified in the brochure, emphasize the legality of the program. The trade fields covered by this employment include retailing, industrial selling, and service employment.

A "Cooperative Work-School Calendar" sets forth the plan for the school year. This section of the brochure makes possible the determination of the students who are scheduled to be "at work or pool" or "in school." Holidays are also indicated on the week-to-week calendar for the entire school year.

Cited in the brochure are the names of a number of employers who have participated in the program. The importance of this group is further emphasized through reference to their function on the advisory committee, which in turn guides the distributive education program. Full-page illustrations of distributive education students working in cooperating businesses as salespersons and in Central's student store draw attention to this program in its proper setting.

Statements concerning the nature of the distributive person's duties, awaiting opportunities once the diploma has been earned, the part Central High School plays in this program, and the "recommended distributive education program" give credence to the Bulletin provided for all interested enrollees.

Copies of the forms used in this program clarify the employer's responsibilities as a participant, define the cooperative student's duties while on the job, and verify the parents' obligations. The vocational experiences cooperative plan students are expected to gain are exhaustively listed. Finally, copies of the "age and schooling certificate" and "grade card" are appended to assure that the story is complete.

Central High School has a million dollar pool of advisory talent. Developmental assistance is initiated through an advisory committee of cooperating employers where planning is done to insure the successful operation of the distributive education program. This group is augmented by the Cincinnati Retail Merchants' Association in a similar advisory capacity.

Vital information related to the distributive fields is provided by the Cincinnati Sales Executive Council. This group furnishes speakers, on a planned basis, to supplement the work of the classroom. In addition, the Sales Executives annually sponsor a sales demonstration contest for high school students.

Kroger, the large food chain, has been instrumental in supplying a scholarship to the boy who shows leadership qualities in distributive education. This scholarship is good for any accredited college offering a degree in marketing.

The subjects studied by distributive education students have a balance which is designed to require the customary four years of English, three years of social studies, science, health and physical education, and elec-

(Please turn to page 34)

MARGUERITE CRUMLEY, Editor

State Department of Education, Richmond, Virginia

BUSINESSMEN AND BUSINESS TEACHERS FORM COUNCIL IN NORTH CAROLINA

Contributed by JAMES L. WHITE

East Carolina College, Greenville, North Carolina

Business teachers and businessmen have joined forces to promote business education in the secondary schools of North Carolina. The work that this group has accomplished in a relatively short time is indicative of the quality of leadership and initiative on the part of all members.

In order to appreciate the significance of the new program, it is necessary to look at the picture of business education in North Carolina. Unlike some states, there is no business education service at the state level. Prior to 1956, the only organization of business teachers in the state were the small district groups organized under the North Carolina Education Association. These groups met once a year, had a program, and elected officers for the coming year. Typical attendance at any of these district meetings would range from 5 to 10 percent of the business teachers in the district. Attendance at the annual meeting of the NCEA usually brought together about the same percentage of teachers, although not always the same group—thereby minimizing the organized strength of any plans which might have been made by the district groups.

Business education in North Carolina is big business. There are over 700 teachers in the 528 white high schools instructing nearly 80,000 students. The facilities and equipment used in the instructional program is a multi-million dollar investment. Business students are placed in responsible jobs all over the state. Yet, in view of the absence of supervisory services in the State Department of Public Instruction, the lines of communication and information hardly exist—even on paper.

On November 30, 1956, a group of 30 representatives of various organizations and institutions met to discuss the situation and to explore plans for improving it. The idea of an organization broader than just a teachers' group had been discussed for some time prior to this meeting. Thus the North Carolina Business Education Council was officially organized, a constitution and by-laws adopted the following year (1957), and the Council was ready to begin work.

One unique aspect of the Council may be seen from an examination of its membership. Recognizing the fact that primary responsibility for improving business education in the secondary schools of North Carolina rests with business teachers, the organizers nevertheless be-

lieved that businessmen were concerned with the problem and could contribute in many ways to the success of the Council's work. School administrators also were invited to join. The organizations and institutions comprising the membership of the Council and the number of representatives from each are as follows: Department of Business Education of the NCEA, 23 (3 state officers, 10 district presidents, and 10 district representatives); superintendents' division of the NCEA, 3; principals' division of the NCEA, 3; state-supported colleges with business teacher education programs, 4; church-related colleges with business teacher education programs, 5; North Carolina Department of Public Instruction, 1; National Office Management Association, 8 (2 from each of 4 chapters in the state); and Delta Pi Epsilon, 1. The aims and purposes of the Council are:

To survey and provide for a continuing study of the overall problems of business education at the secondary school level in North Carolina.

To initiate coordinated and cooperative effort and action toward improvement and toward the solution of common and current problems.

To determine ways and means of making business education programs in secondary schools more effective.

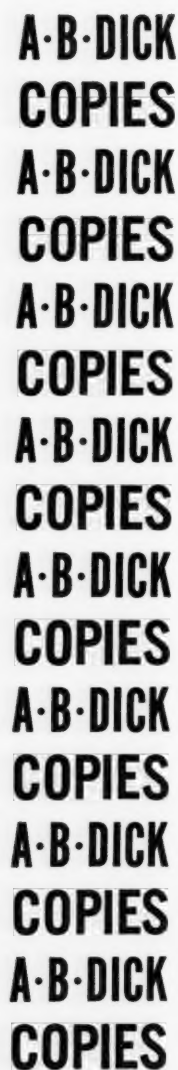
There are no dues, no headquarters, and no paid officers. Physical and financial support of the Council is entirely on a voluntary basis. Financial support for the Council has come from business teachers, NOMA chapters, and from private business firms. To date, the prevailing spirit of cooperation and interest among all members has been outstanding.

By now you might be thinking, "All of this looks good on paper, but what makes this group any different from dozens of similar groups that have been organized all over the country with equally noble and worth-while goals?" There is no difference, except this one works!

From the very beginning, the NOMA members were enthusiastic about the idea of the Council. Their business experience and know-how often provided just the right amount of encouragement needed to attempt a project which appeared too ambitious in some respects to the teachers. These same businessmen supported their positions with action, both in service on committees and in financial help.

What has the Council accomplished? First, it has served to unite the efforts of business teachers, businessmen, and school administrators in one organization dedicated to a common goal. Second, it has brought a better understanding and appreciation of the objectives, goals, and problems among the various groups represented on the Council. And, third, it has conducted three major

(Please turn to page 34)



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Public Relations

(Continued from page 21)

corridor displays, so business leaders and other visitors sense a business atmosphere.

5. Appoint a teacher-student committee to study ways and means of increasing the publicity program, and study community trends and resources.

6. Encourage fashion shows where business leaders participate.

7. Prepare booklets of successful graduates.

8. Build window displays in community depicting school business offerings and activities.

9. Provide classroom visitations for business leaders.

10. Have students build window displays in community for special holidays like Easter and Christmas.

11. Encourage student and teacher visits to local industry and business.

12. Instruct students in proper grooming, hygiene, how to get along with people, and the need for a fair day's work for fair wages.

13. Work with business leaders to find job standards and stick to them.

All of the preceding suggestions not only enrich the business offerings of the school in the community, but their enthusiastic adherence help business leaders and school people to understand each others problems better, and reduce unnecessary criticism of our schools.

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Washington 6, D. C.

Cooperation with Business (Continued from page 31)

projects which have proved extremely useful and practical:

1. A brochure was prepared and distributed to all business teachers in the state, school superintendents and principals, and selected businessmen. This brochure explained the purposes and objectives of the North Carolina Business Education Council, outlined the membership, and listed briefly the plans for projects.

2. A list of all business teachers in the state was prepared and distributed by the Council. This list was secured by writing letters to the 100 county and 75 city

school superintendents with a request that they furnish the names, school mailing address, and subject areas of all business teachers under their jurisdiction.

3. A status study of business education in the white secondary schools of North Carolina has just been completed. The 30-page printed report was distributed in September 1959. This report represents the only thorough study of the business education curriculum ever conducted in the state. By far the most comprehensive and time-consuming project yet undertaken by the Council, this report should serve as the basis for many future projects.

Business education problems are probably not unique in North Carolina schools. The approach being used to solve these problems might be different. The North Carolina Business Education Council has already accomplished in less than two years of active organization more than business teachers working alone could have achieved. The future of the Council and its impact on improved business education programs looms bright.

Distributive Occupations

(Continued from page 30)

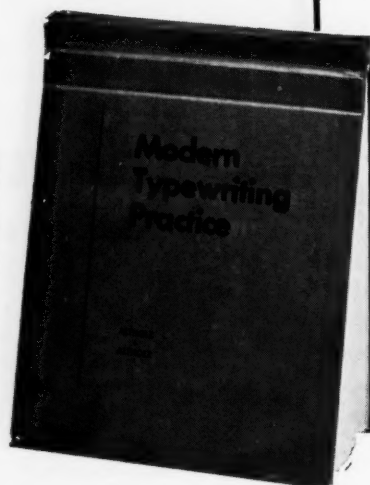
tives in the fine arts, as well as the necessary background work in the major area.

Ninth graders take business arithmetic or general mathematics, typewriting, and retailing in the major. Tenth graders are required to study consumer education and merchandise studies in the major. Eleventh graders take a full year of salesmanship plus work in the eleventh grade laboratory—the school store.

Seniors take a full year of merchandising in addition to their cooperative education program. Students attending comprehensive high schools are employed in retail stores for at least 20 hours a week and attend school regularly each day. The last two periods of the day are used for the merchandising laboratory or cooperative employment. Placement of students in related selling jobs is arranged by distributive education coordinators with the cooperation of the Retail Merchants Association.

The coordinator is the key person in the distributive education program. He makes the initial contacts with business community members. Liaison between business and the schools can make or break a cooperative work program. Actual employment in distributive occupations affords an opportunity for coordinators to strengthen their knowledge of the field as well as develop tie-lines with businessmen in the area. Such employment can be assumed during summer vacations and after-school hours. Several Cincinnati coordinators held summer jobs selling insurance, men's clothing and optical goods. Such added training supplies a tremendous boost for the teaching ahead. As a final ingredient, membership in Cincinnati's Sales Executive Club is a "must," for through this organization the ideas of other actively employed merchandising men complete the bridge from classroom to the job.

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UBEA State Membership Chairmen, 1959-60

Alabama	Evelyn Gullledge, Woodlawn High School, Birmingham
Alaska	Pending
Arizona	R. A. Kidwell, University of Arizona, Tucson
Arkansas	Ruth Carter, Central High School, Little Rock
California	Norma Gillespie, San Jose Junior College, San Jose
Colorado	Ruth Mitchell, University of Denver, Denver
Connecticut	Jeanne Skawinski, Plainsville High School, Plainsville
Delaware	Betty Lee Talbot, Wilmington High School, Wilmington
District of Columbia	DeWayne Cuthbertson, NEA Educational Center, Washington
Florida	Frances Bartoszek, University of Florida, Gainesville
Georgia	Zenobia Tye Liles, Georgia State Department of Education, Atlanta
Hawaii	Harriet Nakamoto, Kapiolani Technical School, Honolulu
Idaho	Helen R. Johnson, Boise Junior College, Boise
Illinois	Arnold Condon, University of Illinois, Urbana
Indiana	Ed Marlin, Francis Joseph Reitz High School, Evansville
Iowa	Cleo Casady, State University of Iowa, Iowa City
Kansas	Faye Ricketts, University of Wichita, Wichita
Kentucky	Ethel Plock, Ahrens Trade High School, Louisville
Louisiana	Wilber Lee Perkins, Northeastern Louisiana College, Monroe
Maine	Pending
Maryland	James G. Brown, University of Maryland, College Park
Massachusetts	Bruce F. Jeffrey, State Teachers College, Salem
Michigan	E. L. Marietta, Michigan State University, East Lansing
Minnesota	Jane Ann Harrigan, Austin High School, Austin
Mississippi	James H. Wykle, Mississippi State College for Women, Columbus
Missouri	Dale Blackwell, Northwest Missouri State College, Maryville
Montana	Mary Riley, Billings Senior High School, Billings
Nebraska	Marilyn Berg, Omaha Technical High School, Omaha
Nevada	Martha King, Boulder City High School, Boulder City
New Hampshire	Pending
New Jersey	Louis C. Nanassy, Montclair State College, Upper Montclair
New Mexico	Irene R. Baird, Alamogordo High School, Alamogordo
New York	Donald Mulkerne, New York State College for Teachers, Albany
North Carolina	Evelyn M. Howell, Ashley High School, Gastonia
North Dakota	Beulah Bute, Wahpeton High School, Wahpeton
Ohio	Elizabeth Freel, Miami University, Oxford
Oklahoma	Gordon F. Culver, Oklahoma State University, Stillwater
Oregon	Stewart Hopper, Eagle Point High School, Eagle Point
Pennsylvania	Thomas B. Martin, State Teachers College, Bloomsburg
Puerto Rico	Amalia Ll. Charneco, Department of Education, Hato Rey
Rhode Island	Harry J. Cunha, Bryant College, Providence
South Carolina	Maria Culp, Winthrop College, Rock Hill
South Dakota	Thelma Olson, Brookings High School, Brookings
Tennessee	Edna Gregg, East Tennessee State College, Johnson City
Texas	Ilice Iio, Burbank Junior High School, Houston
Utah	E. C. McGill, Utah State University, Logan
Vermont	Sally B. Maybury, University of Vermont, Burlington
Virginia	Sara Anderson, Madison College, Harrisonburg
Washington	Eugene Kosy, Central Washington College of Education, Ellensburg
West Virginia	Nora Goad, Stonewall Jackson High School, Charleston
Wisconsin	Leon Hermesen, Wisconsin State College, Whitewater
Wyoming	James L. Thompson, Johnson County High School, Buffalo



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NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

UBEA REGIONAL ASSOCIATIONS

Central Region of UBEA
Eastern Region of UBEA
Mountain-Plains Business Education Association
Southern Business Education Association
Western Business Education Association

UBEA AFFILIATED ASSOCIATIONS

Alabama Business Education Association
Arizona Business Educators Association
Arkansas Education Association, Business Education Section
California Business Education Association
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Iowa Business Education Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Teachers Association
Nebraska Business Education Association
Nevada (Northern, Southern) Business Education Association
New Hampshire Business Educators Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Department of Business Education
North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Business Education Association
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Educators Association
South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Teachers Association
Virginia Business Education Association
Washington (Eastern, Central, and Western) Business Education Associations
West Texas Business Teachers Association
West Virginia Business Education Association
Wisconsin Business Education Association
Wyoming Business Education Association

UBEA Appointments

President Milton Olson has reappointed Dorothy H. Hazel, University of Nebraska, as the UBEA National Membership Chairman. Mrs. Hazel is assisted by five regional chairmen and fifty state chairmen.

The regional chairmen are: Eastern—Clarence Schwager, Southern—Maxie Lee Work, Central—Lorraine Missling, Mountain-Plains—Ralph Reed, and Western—Helen Lundstrom.

Mearl R. Guthrie, Bowling Green (Ohio) State University, is chairman of the UBEA Student Membership Committee. Student membership is one of the services available to persons enrolled full time in business education courses during the regular academic year.

Vernon Musselman, University of Kentucky, is the UBEA liaison officer for regional associations. Dr. Musselman is responsible for planning with the regional Council members the agenda for the UBEA Representative Assemblies. The first in the series of Representative Assemblies will be the one for the Southern Region at Virginia Beach, Virginia, on November 26.

NABTE Convention

"Frontiers in Business Teacher Education" is the theme selected for the 1960 annual convention of the National Association for Business Teacher Education. President Russell J. Hosler has announced the appointment of Helen H. Green, Michigan State University; and T. James Crawford, Indiana University, as co-chairmen for the 1960 convention program. The convention will be held at the Conrad Hilton Hotel in Chicago on February 11, 12, and 13.

All persons in attendance at the convention will have an opportunity to participate in the NABTE discussion groups. The topics selected for the five groups are:

1. The Improvement of Instruction in Business Teacher Education

2. Administrative Problems in Business Teacher Education

3. Counseling in Business Teacher Education

4. Student Teacher Supervision in Business Teacher Education

5. Professional Methods Courses in Business Teacher Education.

Joint sessions have been planned with the American Association of Colleges for Teacher Education, U. S. Chapter of the International Society for Business Education, Administrators Division of UBEA, and the UBEA Research Foundation.

NABTE, the Teacher Education Division of UBEA, has a membership of 245 colleges and universities. UBEA members who subscribe to the comprehensive service may receive the NABTE publications through the Clip 'n Mail coupon service provided on the wrapper of the FORUM.

CRUBEA Meeting

Members of the Governing Board of the Central Region of UBEA will meet in Des Moines, Iowa, November 5 and 6. James T. Blanford, Iowa State Teachers College, Cedar Falls, CRUBEA chairman, will preside at the session. Lorraine Missling, Nicolet High School, Milwaukee, Wisconsin, is vice-chairman and Arnold Condon, University of Illinois, Urbana, is secretary.

Other members of the Board are John Kuchenmeister, Western Hills High School, Cincinnati, Ohio; Frances French, Grosse Point (Michigan) High School; Ray Arensman, Evansville (Indiana) College; Cleta Whitacre, Marion (Illinois) Community High School; Paul Phillips, Eagle Grove (Iowa) High School; Morgan I. Thomas, Mankato (Minnesota) State College; Stanley Rhodes, Highland Park (Illinois) High School—Chicago Area representative; and Nell Mabry Crawford, St. Louis, Missouri—St. Louis Area representative.

The meeting will be held in conjunction with the Iowa Business Education Association Convention. All business teachers have been invited to the CRUBEA Breakfast on November 6.

UBEA CALENDAR

National Meetings

- National Association for Business Teacher Education, Chicago, Illinois, February 11-13
- UBEA Research Foundation, Chicago, Illinois, February 11-13
- Administrators Division of UBEA, Chicago, Illinois, February 11-13
- U. S. Chapter of the International Society for Business Education (International Division of UBEA), Chicago, Illinois, February 11-13

Regional Meetings

- Central Region, UBEA, Des Moines, Iowa, November 6
- Southern Business Education Association, Virginia Beach, Virginia, November 26-28

November Meetings

- Arizona Business Education Association, Tucson, November 7
- Arkansas Education Association, Business Education Section, Hot Springs, November 5
- California Business Education Association (Bay Section), San Jose, November 14
- Chicago Area Business Educators Association, November 21
- Iowa Business Education Association, Des Moines, November 6
- Louisiana Business Education Association, Baton Rouge, November 23
- Missouri State Teachers Association, Business Education Section, St. Louis, November 6
- Michigan Business Education Association, (beginning teachers) Battle Creek, November 6-7
- Nevada (Northern) Business Education Association, November 14
- South Dakota Business Education Association, Spearfish and Aberdeen, November 4-6
- Texas Business Education Association, San Antonio, November 27
- Tri-State Business Education Association, Pittsburgh, November 6-7
- Washington (Eastern) Business Education Association, Cheney, November 14
- Wisconsin Business Education Association, Milwaukee, November 5-6

December Meetings

- Oregon Business Education Association, Corvallis, December 4-5
- Pennsylvania Business Educators Association, Harrisburg, December 29
- Philadelphia Business Teachers Association, December 5

WESTERN REGION

Utah

William C. Himstreet, University of Southern California, Los Angeles, was the speaker at the annual Utah Business Teachers Association convention on October 1. His topic was "Business Education—A Means to an End." Dr. Himstreet, who is editor of the Research Summaries Issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY, was moderator of a panel on "Research in Business Education." Other members of the panel were Roger H. Nelson, Dean A. Peterson, Evelyn Miller, and Shirley Stout.

Following a smorgasbord luncheon, a shorthand clinic was conducted with Lars Crandall as director. Dr. Nelson conducted a typewriting clinic and G. Stanley Kendrick covered film strips and tape recordings. Other features of the meeting included an exchange of ideas in duplicated form and a visual aid display of bulletin board and teaching aids.

E. C. McGill, College of Business at Utah State University, Logan, is the new UBEA membership chairman for the state. He succeeds Helen Lundstrom who closed out last year's membership campaign with 124.4 percent of the goal achieved.

(Utah has 112 UBEA members — 97.3 percent of 1959-60 goal.)

California

"TV and You!" is the interesting topic chosen as the theme of the Bay Section meeting of the California Business Education Association on November 14. It will concern the relationships between closed-circuit TV and business education.

The conference will include demonstrations of the latest business education machines and equipment "live" on closed-circuit TV, a question and answer period through a two-way communication system, and a demonstration of business teaching "live" on closed-circuit TV.

San Jose State College will be host for this meeting. Officers of the Bay Section are Leonard Stenberg, Diablo Valley College, Concord, president; Russell Sicklbower, San Francisco State College, vice-president; Alvin Beckett, San Jose State College, treasurer; and Audrey Weitz, Redwood Junior High School, Napa, secretary. Harry Baggett, Harry Ells High

School, Richmond, is the immediate past-president, and Gerald Maxwell, San Jose State College, is the association's editor.

County chairmen are: Alameda—Harold W. Smith; Contra Costa—Betty Sloan; Marin—Margaret Binggeli; Napa—Larry Dent; San Francisco—Ione Wilson; San Joaquin—Archie Marshik; San Mateo—Bernice Koyama; Santa Clara—Pauline Tedesco; Solano—Loren Smith; and Sonoma—J. Fred Schofield.

(California has 489 UBEA members—97.8 percent of 1959-60 goal.)

CENTRAL REGION

Iowa

Each year, the Iowa Business Education Association holds a conference to plan the business education "program" for the state. From this conference, which was held April 3-4, 1959, came one of the most potentially important developments of this group in recent years. The appointment was made of a permanent three-person public relations committee to promote the cause of business education throughout the state.

It is the belief of the Iowa Business Education Association that much can be done, and is probably not presently being done, to bring the message of the great untapped resources of business education to more people of the state. There is little question but that the business teachers, generally, have available to them adequate sources of information to carry out their teaching responsibilities. The general public, however, in addition to guidance and counseling personnel, school administrators, and the like, are not so fortunate with respect to a knowledge of what business education can and does offer.

It will be the purpose of this public relations committee to inject new life into their profession and to act as professional missionaries to help the Iowa Business Education Association to serve more effectively the people of the state. This new committee will be headed by Leonard Keefe, Iowa State Teachers College, Cedar Falls. Mr. Keefe will be assisted by Frances Merrill, Drake University, Des Moines, and Esther Veatch, Indianola. The committee will be assisted by Norman F. Kallaus, University of Iowa, who is the president of the Iowa Business Education Association.

(Iowa has 324 UBEA members — 92.5 percent of 1959-60 goal.)

SOUTHERN REGION

West Virginia

The West Virginia Business Education Association held four regional meetings during the month of October. Cloyd P. Armbrister, Concord College, Athens, is president of the association.

Margaret MacVean, Martinsburg High School, served as chairman of local arrangements with Mary Virginia Slack of Charleston as general chairman of the October 19 meeting in Martinsburg.

George Anderson, University of Pittsburgh, was guest speaker at the Clarksburg meeting on October 22. The general chairman was Betty Booth, Morgantown High School. A third session was conducted October 26 in Parkersburg with Michael E. McGeoghegan, director of the Parkersburg office of the Bureau of Public Debt, as guest speaker. Shirley E. Canterbury, Walton High School, was chairman of local arrangements.

Alan Lloyd, McGraw-Hill Book Company, New York City, was guest speaker at the final meeting in Huntington on October 29. Chairman of local arrangements was Freda Paul, Huntington East High School. Co-chairmen were Pauline Miller, Huntington, and Ruth Watson, Oak Hill.

(West Virginia has 70 UBEA members—93.3 percent of 1959-60 goal.)

Louisiana

The Louisiana Business Education Association held its four regional meetings in October under the direction of the regional vice-presidents.

The southwestern meeting was held in Breaux Bridge with Marie Louise Hebert, Breaux Bridge High School, presiding; Lilly Y. Nelson, Benton High School, was in charge of the northern meeting at Louisiana Polytechnic Institute, Ruston; the southeastern group met in Thibodaux at the Francis T. Nicholls College, with Louise Kinney, University High School, Baton Rouge, presiding; and George Broussard, Cottonport High School, was in charge of the southern district meeting at Bolton High School in Alexandria.

According to the president, Ruby Baxter, Grayson High School, the Louisiana Business Education Association has completed tentative plans for the state convention to be held at the Bellemont Motor Hotel in Baton Rouge on November 23. Members of the association have com-

pleted a year's study of standards. A report will be made at the state convention.

The chairman of the Baton Rouge committee on arrangements is Louise Kinney, University High School. Other members of this committee are Huland Miley, Central High School; Ouida Whalen, Baton Rouge High School; Erna Sanders, Istrouma High School; Neal MacIntyre, Baton Rouge High School; Gwen Haymon, Woodlawn High School; Lillian Carter, Istrouma High School; and Gordon C. Gaar, Pride High School.

Among the visiting speakers will be Peter L. Agnew, chairman of the Department of Business Education, New York University; and Elvin S. Eyster, chairman of the Department of Business Education, Indiana University. The session will concern desirable relationships between high school and college business education programs.

The officers of Louisiana Business Education Association for 1958-59 include the president, Mrs. Baxter; the regional vice-presidents, Lilly Y. Nelson, Benton High School; Louise Kinney, University High School; Marie Louise Hebert, Breaux Bridge High School; and George Broussard, Cottonport High School; the secretary, Irol Balsley, Louisiana Polytechnic Institute, Ruston; the treasurer, and UBEA membership chairman, Wilbur Lee Perkins, Northeast State College, Monroe; and publicity director, Ruth Bruner, Northwestern State College, Natchitoches.

Other members of the Executive Council include Geraldine J. Shaw, Buckeye High School; Luther Hodges, Kentwood High School; Frank Ferguson, Louisiana State University, Baton Rouge; Hulda Erath, Southwestern Louisiana Institute; and two ex-officio members, Gladys Peck and Richard D. Clanton, Louisiana State Department of Education, Baton Rouge. *(Louisiana has 145 UBEA members—87.8 percent of 1959-60 goal.)*

EASTERN REGION

Maryland

"The Forward Look in Business Education" was the title of the address given by Charles G. Reigner at the Maryland Business Education Association fall meeting. The members of the association met for a luncheon during the state teachers convention on October 15. Dr. Reigner is president of the H. M. Rowe Company. *(Maryland has 71 UBEA members—78.8 percent of 1959-60 goal.)*

MOUNTAIN-PLAINS REGION

Colorado

The 1959 spring meeting of the Colorado Business Education Association was held at Colorado State College in Greeley. The featured speaker was Helen H. Green, Michigan State University, East Lansing. Her topics were "It Has Been Done" and "You Can Do It Better."

The fall meetings were held in Grand Junction on October 22 and in Denver on October 22 and 23. The featured speakers were S. Joseph DeBrum, San Francisco State College, San Francisco, California, and Malcolm D. Crawford, President, Allen Investment Company, Denver. Dr. DeBrum spoke on "Some Unorthodox Methods of Teaching Business Subjects." Mr. Crawford's topic was "You and Your Money." Officers of the association for 1959 are president, R. W. Christy, Aurora High School, Aurora; vice-president, Harold E. Binford, Western State College, Gunnison; and secretary-treasurer, Joyce M. Bower, Manual High School, Denver. *(Colorado has 207 UBEA members—86.2 percent of 1959-60 goal.)*

South Dakota

"We, Too, Build Satellites" is the theme of the fall meeting of the South Dakota Business Education Association. President H. F. Spiry, Mobridge, has announced the schedule of the meetings which will be held simultaneously on November 5-6 in Aberdeen and Spearfish.

John L. Rowe, University of North Dakota, will address the group in Aberdeen on November 5 and in Spearfish on November 6. His topic will be "A Forward Look in the Teaching of Typewriting—Beginning and Advanced." Other speakers for the sessions in Aberdeen are Orley Rath and William H. Manning of the First National Bank, Aberdeen.

Frank Mattern, Spearfish, will preside at the meetings in that city. Leonard Jaehn and Frank W. Gellerman of the Dakota Typewriter Exchange will speak to the group along with James Jelbert of the First National Bank of the Black Hills.

Other officers of the association are Clara Ollenberger, Sioux Falls, vice-president; Georgeann Dykstra, Avon, secretary; and Thelma Olson, Brookings, treasurer and UBEA membership chairman. *(South Dakota has 115 UBEA members—88.4 percent of 1959-60 goal.)*

The Mountain-Plains News Exchange

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Volume 8

November 1959

Number 1

MPBEA . . . Mountain-Plains Business Education Association personnel pictured here are (left to right) John Binnion, University of Denver, 1960 convention chairman; Agnes M. Kinney, North High School, Denver, executive secretary; Ruben J. Dumler, St. John's College, Winfield, Kansas, president; Gerald A. Porter, University of Oklahoma, Norman, vice-president; and E. P. Baruth, McCook Junior College, McCook, Nebraska, treasurer.



Dumler Elected MPBEA President

The Mountain-Plains Business Education Association annual convention was held in Oklahoma City, Oklahoma, on June 18-20, 1959. Ruben J. Dumler, St. John's College, Winfield, Kansas, was elected president for 1959-60.

Other officers elected were Gerald A. Porter, University of Oklahoma, Norman, vice-president; E. P. Baruth, McCook Junior College, McCook, Nebraska, treasurer; and Agnes M. Kinney, North High School, Denver, executive secretary.

The 1960 convention has been scheduled for June 17-19 at Denver, Colorado. John Binnion, University of Denver, is the convention chairman.

Along the Trail. Luviey Hill, well-known business teacher and former department head of business education at the University of Nebraska, was honored upon retirement at a dinner on May 9. . . . L. L. Garrison has been promoted to the position of Assistant Dean, College of Business, Oklahoma State University. . . . John Rowe of the University of North Dakota and Faborn Etier of the University of Texas are co-authors of the new textbook, *Typewriting Drills for Speed and Accuracy*. . . . Raymond Heimerl of Colorado State College is one of the authors of the textbook, *Consumer Economics—Principles and Problems*. . . . Robert Griffith, West Texas State College, is the co-author of a new bookkeeping textbook. . . . Twenty-one business teachers from the Colorado area chartered a bus to attend the Mountain-Plains Business Education Association Convention at Oklahoma City this past summer. . . . The MPBEA Treasurer, E. P. Baruth of McCook (Nebraska) Junior College, besides being a successful business teacher, produced the Nebraska's Junior Championship Track Team. . . . University of Denver served as the host for a Delta Pi Epsilon summer dinner with members from the University of Colorado and Colorado State College attending. . . . A doctorate program leading to either a Ph.D. degree or Ed.D. degree has been inaugurated at the University of North Dakota; seven students were enrolled under the new program

this past summer. . . . Gerald Porter has been appointed Coordinator of Student Teaching at the University of Oklahoma. . . . Eva Glaese, University of New Mexico, was listed in the first edition of *Who's Who of American Women*. . . . Alpha Theta Chapter of Delta Pi Epsilon was recently installed at the University of Texas by Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee. . . . Kenneth Hansen of Colorado State College will spend the fall term traveling in the east. . . . J. E. Silverthorn of Oklahoma State University, did marketing research for the Gulf Oil Corporation in Houston this summer. . . . Jack Whisenhunt, Northeastern Oklahoma State College, is now a CPA. . . . Delta Kappa Chapter of Pi Omega Pi and Epsilon Iota Chapter of Alpha Kappa Psi were recently installed on the campus of West Texas State College. . . . James Meehan and Jessie Graham were visiting professors in the Business Education Department of the University of North Dakota this summer. . . . Richard Brown is the first FBLA National Officer (Vice President in 1953-54) to become a chapter sponsor. He is a new business teacher at Lebo (Kansas) High School.

Workshops, Conferences, and Travel . . . Dorothy L. Travis served as the leader for a workshop in office practice at the University of Idaho and at a workshop in the teaching of shorthand and secretarial procedures at the University of Denver this past summer. . . . Virginia Reva, University of New Mexico, conducted a secretarial workshop for the United States Embassy in Monterrey and Mexico City, Mexico, during June. . . . The College of Business Administration and Industry at the University of Wichita, in cooperation with the Small Business Administration, sponsored an eight-week management workshop. . . . Twenty-six students enrolled for a two-week workshop in business education during the first two weeks in June at the University of South Dakota. . . . C. C. Callarman, chairman of the Business Department, West Texas State College, spoke at the meeting of the Oklahoma Panhandle Business Education Association in Goodwell, Oklahoma. . . . Marion Nickerson of the University of Nebraska attended a business teacher education conference at the University of Michigan this past summer. . . . Hamilton L. Forkner was the leader of a conference sponsored by Oklahoma State University in June.

... Rose Farrar of Colorado State College attended the Gregg Workshop at Stanford University in July. . . . E. C. McGill of Kansas State Teachers College, Emporia, is on leave of absence for this school year and is teaching at the Utah State University, Logan.

Graduate Study . . . Dean Clayton and Zoe Davis, Northeastern Oklahoma State College, and Calvin Kennedy of Oklahoma State University are doing doctoral work at Oklahoma State University. . . . Hulda Vaaler, University of South Dakota, Vermillion, did graduate work at the University of San Francisco during this past summer. . . . Thelma Olson, Brookings, South Dakota, attended the summer session at the University of Colorado. . . . Dorothy Hazel, University of Nebraska, enrolled for the doctoral program in the summer session at the University of Kentucky.

New Degrees . . . Kathleen Barnard of San Antonio College was awarded the first Ph.D. degree in business education at the University of Texas. . . . Recent doctorates of business education at the University of Oklahoma include Edward James Coyle, East Central State College; Melvin L. Edwards, Kansas State Teachers College, Emporia; Wilma A. Ernst, Northwestern State College of Oklahoma; Carl McCoy, Northeast Louisiana State College; and Loy E. Prickett, University of Texas. . . . Master of Business Administration degrees were awarded to the following at the University of Denver: Mary Ellen Bowe, San Bernardino, California; Wallace L. Clark, Denver; Pauline Floyd, Denver; Ron Landstrom, Nebraska State Teachers College; David H. Jones, Brighton, Colorado; Jeanne Jares, Cedar Falls, Iowa; Richard L. Imber, Siebert, Colorado; Frank B. Gilmer, Albuquerque; and Jeanne S. Norman of Denver. . . . The following staff members of the College of Business Administration and Industry at the University of Wichita received the Ph.D. degrees: George K. Lewis, from the University of Texas, and Paul Loomba, from the University of Wisconsin. . . . Raymond R. White of the University of Oklahoma received the doctorate from the University of California at Los Angeles. He has been promoted to full professor at the University of Oklahoma. Billie D. Holecomb has been promoted to Associate Professor at the University of Oklahoma. . . . Recent M.S. degree recipients in business education at Oklahoma State University include Ruth M. Bowen, Coffeyville, Kansas; Albert J. Chopp, Perry, Oklahoma; Margaret E. Ward, Pryor, Oklahoma; Ray D. Bernardi, Adamson, Oklahoma; Ollie R. Diddie, Helena, Oklahoma; Rubye L. Hodges, Stillwater, Oklahoma; Patricia Kincaid, Glencoe, Oklahoma; LaVerne Knezek, San Angelo, Texas; Agatha B. Prator, Anchorage, Alaska; Luberta A. Waters, Tulsa, Oklahoma; and Fran Englehart, Wichita, Kansas. . . . Master's degrees were awarded to the following by Kansas State Teachers College, Emporia: Doreatha J. Davis, New Orleans, Louisiana; Kathryn Duckett, Parsons, Kansas, Junior College; Charline F. Jeffers, Independence, Kansas, Junior College; John E. Snyder, Emporia, Kansas; Donald R. Coffee, Pueblo, Colorado; Harvey Cooke, Shawnee-Mission, Kansas; Olin T. Foraker, Lakin, Kansas; Wallace Hideo Fujii, Hana, Maui, Hawaii; Bea Proffitt, Coolidge, Kansas; Robert Russell, Bethel, Kansas; Robert Verschelden, Manhattan, Kansas; Marjorie M. Wamsler, Marion, Kansas; and Verner Williams, Great Bend, Kansas. . . . North Texas State College conferred the master's degree in business education on James C. Linn, Northeast Louisiana State College; Johnny Voelke, De Soto, Texas; Derrell Bulls, Eastern New Mexico University; Harold Little,

Ranger, Texas, Junior College; Mary Allen Goodner, Odessa, Texas; Amy M. Thompson, Richardson, Texas; and Viola Brannon, McKinney, Texas. . . . Kansas State College of Pittsburg granted master's degrees in business education to the following: Emanuel Carter, Garnett, Kansas; Donna L. Cottongim, Oswego, Kansas; John V. Crampton, Carl Junction, Missouri; Mable Likins, Ash Grove, Missouri; Charles H. Shanks, Columbus, Kansas; Mary Ann Talbot, Baxter Springs, Kansas; and Robert E. Venturella, Galena, Kansas. . . . Barbara Christensen, Santa Ana, California; Judy Combs, Nebraska City, Nebraska; Colette Crouse, Atlantic, Iowa; Ruth Gilbert, Denver, Colorado; Doris Gunter, Norfolk, Nebraska; Mary Ann Lammers, Plattsmouth, Nebraska; Joyce Leners, Stockton, California; Kay Seger, Tacoma, Washington; Alan Bellinger, Ord, Nebraska; Richard Burton, Spangle, Washington; Mary Pederson, Union College, Lincoln, Nebraska; Richard Hawes, Wahoo, Nebraska, and Bernard Gleason, Long Beach, California, received the master's degree in business education at the University of Nebraska this past spring and summer.

New Addresses . . . Recent additions to the College of Business Administration and Industry at the University of Wichita include Lee Thayer and Ralph E. Balyeat. . . . John C. Peterson has been added to the business education staff of the University of North Dakota. . . . The following have accepted positions at Kansas State Teachers College, Emporia: Stephen Butcher, Hutchinson; Marcella Mouser, Yates Center; Edwin Hooper, Garden City; and Alline Holmes, who recently completed the master's degree at Emporia. . . . New staff members at West Texas State College include Oscar Schuette, Canyon High School; Gene McClung, Arkansas Polytechnic; George E. Crawford, Jacksonville, Alabama, State College; Jess Rhodes, University of Arkansas; and Henry McCullough, North Texas State College. . . . James W. Park, who received the master's degree from the University of Mississippi, has accepted a position at the University of New Mexico. . . . New staff members at Colorado State College include Ethel Hansen of the University of Minnesota and Tedrow Will. . . . Vaughnie J. Lindsay has joined the staff at Southwestern Oklahoma State College. . . . Arthur A. Wichmann, College of Business Administration and Industry, University of Wichita, will spend two years with the International Cooperative Association in Rangoon, Burma. . . . Robert Gross, Indiana University, and Max Stacy, formerly on the staff at Georgia State College, have been added to the teaching staff at Kansas State College of Pittsburg.

UBEA-MPBEA Membership Report — September 30, 1959

	Regional Chairman: Ralph Reed		
	1959 Sept. 30	1959-60 Goal	Percentage of Goal
Colorado	207	240	86.2
Kansas	268	300	89.3
Nebraska	106	160	66.2
New Mexico	41	50	82.0
North Dakota	58	100	58.0
Oklahoma	366	345	106.0
South Dakota	115	130	88.4
Texas	329	370	88.9
Wyoming	62	65	95.3
TOTALS	1552	1760	88.1

FBLA forum

For Sponsors and Advisers
of FBLA Chapters

All Business Having Been Concluded, Civilization Was Adjourned

by HAROLD E. FELLOWS

It all started in the early part of 1959. Premier Khrushchev, of the USSR, told the 21st Congress of the Communist Party that his latest seven-year plan would lead to final domination by the Soviets in the world arena of production—predicting that his nation would pass the United States by 1970. Most people figured that it was just another Soviet tub-thumping production—high-sounding but without much substance.

These people overlooked a couple of facts. Soviet exports of tin to the free world, of approximately 18,000 metric tons in 1958, had exceeded the preceding year's exports by 6000 tons and the preceding three years' records by 17,000 tons. This export by the Soviets to the free world forced a drop of about eight cents a pound of tin on the world market. The Soviets also had sold to the West Germans (through Czechoslovakia) Egyptian cotton at 10 percent less than the normal Egyptian price. In the area of aluminum, in the period of 1955 to 1957, Soviet exports rose to some 81,000 metric tons from less than 1000 short tons in the preceding year.

These were examples of skirmishes in the world of economic trade precedent to the announcement of the Soviet dictatorship that it would set forth on a program that would lead it to the number one position in world trade in all products.

There had been other Soviet announcements in prior periods, with the introduction of various five-year plans, also anticipating such desirable productive progress. But they failed. Now, Mr. Khrushchev was working from a little different base. He was dealing with what amounted to slave labor involving not only the Soviet Union itself, but its satellites and the millions of workers in Red China. He was approaching the cold war (in which his country had shown considerable skill if little compassion), not from the standpoint of land grabbing, but from the standpoint of getting a death grip on the economies of the nations of the free world and thus eventually choking them to death through the simple device of disrupting international trade.

He presumed to be able to do this, not through selling on the international market for profit (the traditional system of free, productive nations such as the United States), but through dumping goods at a loss if need be thus affecting the stability of world currency, slowing down the high-powered productive facilities of nations such as ours, causing unemployment and distress among the people and setting us up (in effect) for a great Communist propaganda infiltration.

When Mr. Khrushchev made his announcement, the USSR had just completed a year, 1958, in which it claimed that its national product amounted to 180 billion dollars. In that same

year, the gross national product of the United States was 437 billion dollars. It is presently, in the United States, at the rate of 467 billion dollars.

It was evident in early 1959, therefore, that the Kremlin intended to redraw its campaign lines in the area of economics and to undertake a concentrated effort to disturb world markets and thus entice nations into its political web through the marts of commerce.

Most of you young people in this room, if you realize the ambitions implicit in your membership in the FBLA, will be in business yourself, in some fashion in the United States, by the time this latest plan of the USSR has run its course.

It seems to me to be important that we understand in this country the political implications in the latest Soviet cold war thrust. The Communist Manifesto itself, in the Marxist tradition, urges upon its followers that they infiltrate to capture, rather than fight. War is only a *last* resort, not a *first* expedient.

How could this nation, located across the seas, cause an economic collapse in America? Well, it would not be easy. But one technique would be to dry up the foreign markets for American goods. There are at least two ways in which this can be done. First, produce and sell goods at lower costs. Second, discourage American business from investing in foreign markets through assistance programs to other nations that will make our participation profitless.

World trade, the value of our imports and exports, is equivalent to about seven percent of our gross national product. On the other hand, approximately one-third of the total world commerce flows to and from the United States. Exports in 1957 included more than one-half of our wheat and cotton, one-third of our soybeans, and one-fifth of our lard. The Commerce Department tells us that our total export of farm products would have filled 3600 cargo ships. We also sold abroad one-eighth of our harvest machines and combines, one-quarter of our construction and mining equipment, and one-third of our civil aircraft production.

We imported all of our coffee and natural rubber; most of our tin, nickel, and newsprint and much iron ore, copper, bauxite, and other materials vital to defense and civilian production.

Now what does all of this "gobbledegook" mean to you young folks? Does it mean that your speaker has spent too much time in Washington and is beginning to sound like the Federal Register? I think not. It means that the Soviets, who have employed everything from grass fires to power politics to dominate the world, now are turning to their final stratagem short of world conflict: economic construction.

It means that the two most powerful nations in the world are now locked in a struggle that will determine whether capitalism or statism will survive.

One involves ownership by the people—directly and through free enterprise. The other involves ownership by the people, but through the instrumentality of the state and subject thus to the decisions of the existing leadership.

EDITOR'S NOTE: Harold E. Fellows is President and Chairman of the Board, National Association of Broadcasters, Washington, D. C. Mr. Fellows delivered this address at the Eighth National FBLA Convention on June 15, 1959, in Washington, D. C.

This is a struggle in which you will probably be participating throughout most of your lives.

What do we have going for us in this situation—we in America? Well, let's take a brief look (in the sense of inventory) at our present situation. By late tomorrow afternoon, the population clock in the lobby of the Department of Commerce will have passed 177 million. As of mid-April, 94.5 percent of our civilian labor force was employed.

In approximate terms . . . we have 23 million in white-collar jobs, 23 million in blue-collar jobs, nearly 6 million on the farm, and about 8 million operating (or owners of) small businesses. We are manufacturing approximately 7000 classes of products, and our per-family income in 1958 was \$6220 (before taxes).

We are prosperous indeed, and none can question this. But we (in this awkward, but beloved, mechanism of democracy, which warrants freedom for the individual) cannot control with the facility of the dictatorships the influences upon our economy. When prices rise (as they are doing), one must examine the economy as a doctor examines a patient when the temperature soars. Rising prices presage inflation and inflation can mean collapse, particularly if the spiraling index is not controlled.

This is the threshold upon which you stand as you contemplate future careers in the world of business. On the one hand, you are faced with the challenge of a determined and ruthless leadership that its nation shall dominate world markets; on the other hand, you will have your part in the responsibility of keeping this nation's economic system well-gearred to meet all of the stresses of a burgeoning growth.

The stake, in the final analysis, may be life itself; at the very least, it is liberty.

Thus, we come to the theme of your meeting here in Washington—a fascinating theme, calling upon you for ingenuity, intense devotion, and the kind of determination that personified those who founded this nation: "Good FBLA Public Relations Opens Windows on the World."

The theme has all of the elements of the contemporary struggle. It deals with youth, and here lies the future of the world. It deals with the need for "open windows on the world," noting the need for understanding that no man any longer can remain an "island unto himself." And it deals with public relations which (as I take the term in modern parlance) means simply the art of interpreting so that others may understand the objectives and methods of people and institutions.

The challenge before you is a very great one. It is the challenge not only of understanding our American system of enterprise yourself but of conveying such understanding to others in your daily contacts. *Life* magazine recently reported that President Eisenhower, at one of his National Security Conferences said, "When are you going to learn that national security and a sound economy are the same thing?"

Who could argue the point? Yet we lose sight of it too frequently in seeking the easy panacea of Government dole in the solution of our internal economic problems. The only way we have ever successfully extricated ourselves from recessive periods is through plain, old-fashioned enterprise—working harder to produce more, that more may be employed gainfully to work harder to produce even more. The cycle is inextricably related to the American way of life.

In its absence, these are some of the things that might happen. The dollar, as a purchasing instrument, gradually will lose

its value. This will come about through failure to balance the budgets of governments at all levels of jurisdictions, but particularly at the Federal level. Today the dollar is worth about 47.9 cents, compared with the 100-cent dollar of 1939.

As this attrition sets in, several things happen. More than 15 million Americans are covered by retirement pension plans. Americans own more than 260 million life insurance policies bought with savings. These investments at the present rate of the value of the dollar, should there be uncontrolled inflation, could become next to worthless in years to come, if the economy should sag badly.

When wages and prices increase too sharply, and without good reason, products lose competitive position in world trade. Then there is pressure on the government to "manufacture" more money (usually political pressure), and as more money, unbacked, is produced, its relative value decreases.

Let's assume such a terrible thing should happen over a period of the next seven years in our country. Gradually, and as the years passed at an accelerated rate, our unemployment figures would rise. Our huge factories, unable to sell goods at inflated prices, would close down. Banks would refuse to advance credit either to corporate or individual endeavors. Workers would be without income and there would be consequent suffering by the merchants, who would lose their patronage. Farmers would lose the markets for their goods. And even those who did have money, and lots of it, would find it practically valueless because it could purchase so little.

In short, this great, productive economy we have in the United States, the greatest the world has ever known, would grind to a halt. There would be hunger, bitterness, internal strife, and chaos. And we would be ready prey for the panacea of peddlers—even Communists.

It has happened before in other lands. All business would have been concluded. Civilization (to all intents and purposes) would be adjourned. The hydrogen bomb could be no more effective in its damage to our way of life.

But will this ever really happen here? I don't think so. Edmund Burke once said, "All that is necessary for the forces of evil to win . . . is for enough good men to do nothing." It will be your responsibility, as good men and women, to do something, to guard with jealous vigor this system of living which accepts freedom as the inherent right of man. Thus, to guard it, you must understand it and how it works; you must be willing to nurture it throughout your lives; you must resist efforts, within or without, to weaken its structure; you must be ready to make sacrifices to do this, and these sacrifices will be many.

You must be prepared to vote into office men and women in whom you have implicit faith as guardians of the American system; you must believe the truth that no system based upon slavery will survive . . . and fight the lie that the state is a beneficent entity, to be worshipped and unrestrained.

You must have faith in the single most exalted idea of civilized man—that there is a guiding hand laid upon each of us. Your battle will be with ideologies, usually contrived by avaricious men, not by people acting in their full, concerted force.

Your weapons will be those of faith, resolve, initiative, honesty, hard work, and love of your fellowmen. You have an opportunity to enrich the lives of the poor, to free the enslaved, to restore peace throughout the world, and you have but this one opportunity, which is your lifetime. Give it all you've got.

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